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ABSTRACT

This grades 10-12 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist secondary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as city planning, land or natural resources, taxation, and economic systems are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

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TEACHERS GUIDE TO

Economic Concepts:

Grade 10-12

prepared for:

DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS
DR. THOMAS KILAN, SECRETARY

and

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
F. R. WANEK, ACTING STATE SUPERINTENDENT

prepared by:

The Center for Economic Education
Professor Milo F. McGabe, Director

THE UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

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TEACHERS GUIDE TO

ECONOMIC CONCEPTS

Grade 10-12

PREPARED BY:

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SPRING, 1975

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PREFACE

Economic Concepts: 10-12 has been developed as an aid to teachers in working toward helping the students in South Dakota achieve a high degree of economic literacy. To be effective, our schools must prepare students at all grade levels to develop an understanding of the economy in which they live.

This resource guide was specifically prepared to assist secondary school teachers of the social studies, business education and home economics, pre-service students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in economic education and how these concepts might be taught to students at different grade levels or in different subject areas. The specific subject areas covered in this resource guide include: American Democracy, American History, Business Education, Economics, Government, Home Economics, Social Studies, World Cultures and World Geography.

Economic Concepts: 10-12 is the fourth and final resource guide in a series covering K-12 which have been developed. The basic material previewed and identified in this guide are those social studies texts and teachers' guides which are available in the Library of the Center for Economic Education at The University of South Dakota.

In no way is this document all inclusive. There are many other teaching materials and texts available.

Under each concept, the following information was recorded: subject area; the source in which it is located; the author and/or publisher; a brief summation of it; and the page(s) on which it is located. The subject area designations are for the most part those recommended by the authors of the material indexed here.

Resource users are encouraged to add, delete or adapt these concepts to their own individual needs and preferences.

Economic Concepts: 10-12 was prepared by Professor Milo F. McCabe, Director of the Center for Economic Education. He was assisted by Ms. Janet Elrod, Research Assistant. Special considerations are extended to Ms. Cabrini Engelhardt and Ms. Mona Fennel for their diligence in typing the various drafts.

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Milo F. McCabe, Director
Center for Economic Education
University of South Dakota

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AGRICULTURE

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
In a sense, all human communities, no matter how industrialized, live off the soil: all that differentiates the agricultural society from the industrial is the number of the non-agricultural population which its food growers can support. Thus an American farmer, working in a large acreage with abundant equipment, maintains twenty-six non-farmers, while an Asian peasant, tilling his tiny plot with little more than a stick-plow, is often hard pressed to sustain his own family. Page 12.

The Profit System, Kaplin and Prehan, J.C.E.E.
The first census of 1790 reported that American economy was 95 percent agricultural. Page 7.

Economics:

Fluctuations in the American Economy, Villard, J.C.E.E.
Before the Revolution, most Americans lived on farms that were substantially self-sufficient in the sense that they produced most of what they consumed, and the self-sufficient part of the economy was little affected by economic fluctuations. Today, on the other hand, very few people produce anything which they consume directly; even our farmers, who amount to only about 5 percent of our present labor force, buy almost everything they eat at the local supermarket. Page 1.

The Growth of the American Economy, Villard, J.C.E.E.
In 1810, 81 percent of the labor force was engaged in farming: in 1960, 8.1 percent. This means that today the average farmer provides for his own needs and those of over 46 other people--which in turn means that the ability of a farmer to meet the needs of others has increased perhaps eighty-fold since 1810. The amount people want to buy has increased far less rapidly than the amount farmers can supply--causing low prices for farm products, low income for farmers, and ultimately a decline in the farm labor force. Page 19.

The Growth of the American Economy, Villard, J.C.E.E.
Since 1940 the agricultural revolution has speeded up: the decline in the percentage of the labor force engaged in agriculture to 5.4 in 1970 is a far greater relative change than had occurred in either of the previous 30-year periods. In fact, since World War II, productivity in agriculture has increased more rapidly than in almost any other area of our economy. Page 21.

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AGRICULTURE

Economics:

The Growth of the American Economy, Villard, J.C.E.E.
Technological change in agriculture has been recently remarkably rapid--primarily because the Department of Agriculture and the various state Experiment Stations have accepted the responsibility for agricultural research. The amount spent on such research is not particularly large, especially in comparison with our price support programs. Page 34.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Increasing mechanization on farms has made the plight of the farmer even more hazardous. The family farmer is finding it harder and harder to make a profit. Page 30.

World Cultures: World History

Economic Education for Washington Schools: 10-12, (DEEP).
One prerequisite for industrial growth is that agricultural products which feed the industrial workers must be available. Low agricultural output will hamper economic growth, unless acquired from other areas. Increasing agricultural productivity permits the release of workers from the land to work in the cities. It also increases the capacity of the country to export and earn foreign exchange. Page 41.

Economic Education for Washington Schools: 10-12, (DEEP).
Farming has remained the most purely competitive sector of the economy. No farm unit is large enough to influence market price. However, in both the United States and Western Europe, there is now a great deal of government intervention in agricultural markets. This takes such forms as price supports, acreage allotments and compulsory marketing agreements. Page 50.

Economic Education for Washington Schools: 10-12, (DEEP).
Agriculture in the Soviet Union has been characterized by inefficiency and low output. Page 62.

BANKS

American Democracy:

Unemployment and Inflation, Steinn, J.C.E.E.
Banks create money when they loan money. Page 38.

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BANKS

American Democracy:

The World Economy, Calderwood, J.C.E.E.
The principal international institution for channeling capital into the underdeveloped countries is the International Bank for Reconstruction and Development popularly known as the World Bank. Page 49.

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
When Andrew Jackson vetoed the bill to recharter the U.S. Bank, financial chaos ensued. With no central bank to control them, many banks extended loans too freely and issued too much paper money. People lost confidence in banks and paper money, and another depression occurred in 1837. Page 29.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
America's money and banking system was in a mess after the U.S. Bank went out of existence in 1836. Banks chartered by state governments were issuing notes at such a rate that by 1862 there were at least 7,000 different kinds and denominations of bank notes in circulation. Many of the notes had little prime value. To deal with this problem, the government established the National Banking System. Page 37.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The World Bank was set up to help war-ravaged nations recover and to help poor countries to improve their economies. Members put in money in accordance with their wealth, and loans are made to needy nations. Page 80.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
Banks can increase the immediate purchasing power of individuals and businesses by granting them loans. Our banking system provides a mechanism by which the supply of money can be expanded or contracted so as to meet the demands of our economy. Page 110.

Economics in the Business Curriculum, Joint Council on Economic Education.
Demand deposits constitute the major portion of the money supply of the United States and are subject to multiple expansion. Page 47.

BANKS

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
An adequate supply of money is essential for economic stability. Commercial banks have the capacity to "create" or "destroy" money through their lending policies. The creation of new demand deposits through these lending practices is the most important source of money expansion in our economy. Page 102.

Economic Stabilization Policies, Lewis, J.C.E.E.
Monetary policy refers to actions by the central monetary authority--i.e., the Federal Reserve System. To change the rate of growth of the money supply and the cost and availability of credit, it attempts to influence both private outlays and state and local government expenditures. Page 7.

Suggested Procedures and Resources for Minimum Course in Economics, Joint Council on Economic Education.
The Federal Reserve reduces or holds down bank reserves in periods of inflationary booms, which checks bank lending power and helps to restrain the inflationary boom. Easy money to fight recessions and tight money to fight booms can help stabilize the economy, but they cannot do the job alone, especially when the booms and depression are severe ones. Page 25.

A Resource Document for A High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Savings placed in banks or in similar institutions draw interest. Savings that are not placed in an agency such as a bank, where they are available for borrowing by some other economic unit, do not draw interest. The banks lend the money placed with them as savings to businesses and to people who want to borrow money for purposes of spending. Page 80.

A Resource Document for A High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
About one-third of the banks of the United States are nationally chartered. Two-thirds are state chartered. All National banks are members of the Federal Reserve System. Page 131.

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BARTER

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh, DEEP.
In ancient times, caravans made their way through the deserts and brought gold and ivory and slaves to the markets on the Mediterranean, where they were exchanged for silks and spices and sword blades. In modern times, this system of exchange is not efficient enough for the economic pace of world markets. Page 10.

Economics:

Fluctuations in the American Economy, Villard, J.C.E.E.
Goods can be exchanged by means of barter, a process of not using money. The process is inefficient and cumbersome in the exchange of goods and services. Page 2.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Barter is a primative exchange system. Under a barter system of exchange, a worker is paid in kind, and he swaps what he has produced for other things that he needs. In a technologically sophisticated economic system, barter is very inefficient and often impossible. Page 64.

BORROWING: CREDIT

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
In the 1790's, the new government of the United States was faced with the problem of debt. The former government had not repaid the large sums that the Congress and state governments had borrowed from foreigners and from Americans to help finance the Revolution. New governments often repudiate the debts of the old, but Hamilton wisely urged that all of the old debts be honored. This would show the world that the United States was determined to become financially sound. Credit plays an important role in both domestic and international affairs. Page 19.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Banks can help cause inflation by extending loans too freely. Commercial banks create demand deposits for their borrowers, and when the borrowers write checks upon these deposits, those checks circulate as money in the economy. Page 33.

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BORROWING: CREDIT

Business Education:

Economics Education Curriculum Guide: K-12, Oklahoma.
Credit increases the purchasing power of an economy. Page 109.

Economics Education Curriculum Guide: K-12, Oklahoma.
An individual or family uses consumer credit to supplement current income. These borrowed funds increase the current purchasing power of the individual or family, but are a claim against future income. An individual or family may borrow money or obtain goods and services on credit from many sources. Creditors (or leaders) are willing to forego current purchasing power in order to gain additional future income in the form of interest. Debtors (or borrowers) are willing to repay the principal amount plus interest in order to increase present purchasing power. Page 112.

Economics in the Business Curriculum, Joint Council on Economic Education.
Credit enhances the standard of living by enabling us to have and enjoy now the things that we will pay for later. Page 49.

Economics in the Business Curriculum, Joint Council on Economic Education.
In serving our economic system's primary purpose of creating goods and services efficiently and getting them into the hands of the people who need or can use them, money, including credit money, plays an important role, especially as a medium of exchange. Page 68.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
An individual or family borrows money or uses consumer credit to supplement current income. The effect of this action is an immediate increase in the individual's or family's total purchasing power and a decrease in future spending potential. Page 20.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Borrowing is a typical and essential activity in the American Economy. Total debt outstanding, public and private, is about 81 percent larger than the gross national product. Businesses borrow to acquire more capital. Governments borrow to build highways, schools, and to cover deficits. Consumers borrow for three basic reasons: to acquire housing and consumer durables; to meet peak-load conditions, e.g., an illness or to send their children to college; and to finance a deficit, usually by paying off their debts and having a longer period to repay the loan. Page 52.

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BORROWING: CREDIT

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
People who borrow money, or buy on time, normally pay interest or a finance charge. Rates of interest and finance charges vary depending upon availability of funds, sources, services provided and the customer's credit rating. Page 63.

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
The Federal Reserve System can influence the availability of credit to a limited degree by adjusting the discount or interest rate it charges member banks who borrow from it. Fluctuations in the interest rate and the availability of bank credit affect both the spending and saving decisions of society. These fluctuations influence consumer buying and business investment decisions which ultimately determine levels of output, employment, income, and prices. Page 103.

Economic Stabilization Policies, Lewis, J.C.E.E.
Monetary policy refers to actions by the central monetary authority--the Federal Reserve System. To change the rate of growth of the money supply, and the cost and availability of credit, it attempts to influence both private outlays and state and local government expenditures. When the growth of the money supply is slowed down, credit becomes scarcer and the price paid to get it, i.e., the interest rate, tends to rise. Page 7.

Measuring the Performance of the Economy, Wagner
In a modern economy one of the commodities which changes hands is money. Frequently what changes hands in place of money is credit--e.g., a promise by the buyer to pay at some future time. Page 4.

Unemployment and Inflation, Stein, J.C.E.E.
An individual can spend more than his income, and pay for the excess expenditures by borrowing. Page 29.

Home Economics:

Teaching A Course in Personal Economics in the Home Economics Curriculum., Joint Council on Economic Education.
The consumer has the option of satisfying a want now and paying for the use of credit, or postponing the satisfaction of the want until he is able to save enough money to pay cash (deferred satisfaction). Credit has been a large contributing factor in the growth of the American Economy. Increases or decreases in the use of credit may affect total spending. Credit temporarily increases the standard of living at the expense of incurring a debt. Page 4.

BORROWING: CREDIT

Home Economics:

Teaching A Course in Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Borrowing is a typical and essential activity in the American economy. Total debt outstanding, public and private, is about 81 percent larger than the gross national product. Businesses borrow to acquire more capital. Governments borrow to build highways, schools, and to cover deficits. Consumers borrow for three basic reasons: to acquire housing and consumer durables; to meet peak-load conditions, e.g., an illness or to send their children to college; and to finance a deficit, usually by paying off their debts and having a longer period to repay the loan. Page 54.

Teaching A Course in Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Borrowing enables a person to buy a good or service now, rather than later. The loan must be repaid out of future income, rather than present income. Consumer credit and borrowing are supplements to income and have the effect of temporarily increasing the total purchasing power that a household will have available at a given time. Page 69.

Social Studies:

Teaching a Course in Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The concept of consumer credit covers the consumer's short-term debt (less than one year to maturity); and intermediate debt (one to five years). Mortgage debt is counted separately; however, repair and modernization loans on housing is included in consumer credit. Page 54.

BUDGETING

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
The budget is an estimate of all income and expenditures for a given period of time (including borrowed money and interest plus principal payments). Page 111.

Teaching Personal Economics in The Business Education Curriculum, Joint Council on Economic Education
Skill in spending can increase a consumer's effective purchasing power and raise his level of living. Certain spending decisions can be made at home before the consumer goes shopping, including budget restriction. Page 13.

BUDGETING

Business Education:

Teaching Personal Economics in The Business Education Curriculum, Joint Council on Economic Education.
A budget or a spending plan is a tool that is used by individuals, businesses, and governments to improve the way money is spent. Page 18.

Economics:

The Economics of Crime, Metz, J.C.E.E.
A budget can help determine if the cost of something is rising relative to income. This is done at the national as well as the personal level. For instance, the cost of crime can be obtained and compared with the GNP to compute the total percentage of the total budget accounted for by crime reduction costs. Page 6.

Home Economics:

Teaching A Course in Personal Economics, Joint Council on Economic Education.
An individual consumer or a family should know the value of carefully examining and ordering income and expenditures; that is, it is necessary to appreciate the nature and value of a budget or spending plan. The budget is a tool for personal economic planning. It is necessary because income is limited and the goal is to achieve maximum satisfaction from the expenditure of that income. A good budget should be based upon a thoughtful appraisal of the individual's or the family's experiences and goals. Page 50.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The budget helps the consumer appraise the percentage of his total expenditures he is free to change. In his budgeting, the consumer is able to weigh the real cost of spending for one good or service against another. Page 51.

BUSINESS ORGANIZATIONS: TYPES

American History:

Economics in United States History, 1865-1970, Arkansas.
The most important changes in the structure and organization of business have been the replacement of the family-sized private ownership style of business by the corporation as the mainstay of production and distribution; the tremendous increase in the size of businesses; and the separation of the functions of ownership and control of big business. Page 96.

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BUSINESS ORGANIZATIONS: TYPES

American History:

Economics in United States History, 1865-1970, Arkansas.
A corporation is a form of business organization created by law and authorized by law to act as a single person, even though it may be owned by a number of persons. It is a legal person, a legal entity, an artificial person who has some of the rights and privileges of a natural person. A corporation which enjoys certain rights in the state of its origin may not be allowed to enjoy these rights in another state where they conflict with the state laws of the second state. Page 97.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The corporate form made it possible for firms to become large enough to engage in specialization, adopt mass production techniques, sell in wider markets, hire the best employees, accumulate profits for reinvestment, and enjoy other advantages over smaller firms. However, there are disadvantages to corporations. Some corporations became powerful monopolies, the actual owners (the stockholders) often had little real control over the firm, and dishonest insiders sometimes engaged in corrupt practices for their own benefit at the expense of the general stockholder and the public. Page 41.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
The specialized needs of our society call for different forms of business organization. Business men adopt that form of organization which seems best for helping them to organize and carry on their particular activities. Separation of ownership and control in large corporations has resulted in a new type of decision-making based on the stewardship of expert managers. Page 109.

Economics:

The Profit System, Kaplin and Prehen, J.C.E.E.
The tiny, transient, self-owned single proprietorship is the dominant form of business in numbers only. Currently there are nearly twelve million businesses in the United States, 75 percent of which are small-scale firms owned by single proprietors. Page 22.

The Profit System, Kaplin and Prehen, J.C.E.E.
Many people associate the term corporation with big business and they assume that a proprietorship is a small business. This distinction is not necessarily accurate because many corporations are small businesses while some proprietorships and partnerships are large businesses. Page 26.

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BUSINESS ORGANIZATIONS: TYPES

Economics:

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Single proprietorships are primarily a form of organization used by small business because of the ease in their establishment. But they have disadvantages, including unlimited liability and the difficulty in raising large amounts of capital. A corporation is a form of business organization suitable for large-scale business, because of limited liability, continuity-(a corporation is a legal entity whose continuity is independent of individual operators or investors), ease of acquiring capital, especially through the issuance of corporate bonds and stocks, and easy marketability of many corporate stocks and bonds, which insures liquidity and the spread of the financial risk among many investors. Page 57.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Private business enterprises are organized either as individual proprietorships, partnerships, or corporations. The corporation has become the dominant form of business organization in terms of total output. Page 51.

CHOICE MAKING: SCARCITY

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Economics is the study of how men cope with one central problem: The task of allocating their limited resources among the unlimited ends to which they might be put. Page 2.

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
The basic economic fact is that productive resources are scarce in relation to the wants of society. This fact forces societies to organize to solve the basic economic problem of choosing how the available resources are to be allocated to satisfy individual wants. Page 1.

Economics in United States History, Arkansas.
Man has a never-ending succession of wants for goods and services and limited resources with which to supply these wants and needs. This is the central economic problem all societies face. Page 6.

CHOICE MAKING: SCARCITY

American History:

Readings in Economics for 11th Grade Students of U.S. History; The Great Depression, Pittsburgh D.E.E.P.
No society, including the United States, has ever had enough productive resources to produce all the goods and services people want. During the past few years, the basic needs of a large number of people have not been satisfied. Page 17.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The demand for such things as water and revenue-producing land is increasing, but nature has given us a fixed supply. Page 55.

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
Man has always faced the economic problem of how can the individual or the society of which he is a part, use and allocate the limited resources available so as to achieve the best possible satisfaction of the unlimited wants that are held. Page 7.

Economics in the Business Curriculum, Joint Council on Economic Education.
Our economic resources must somehow be rationed among the various alternative uses for their services. Page 47.

Economics in the Business Curriculum, Joint Council on Economic Education.
The basic reason for an economic system in any society is that it takes a system to produce adequate satisfaction of human wants. The economic problem in a broad sense is, as we have said, to balance limited economic resources and unlimited human wants. Page 65.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Every society is faced with the problem of resource allocation because human wants exceed the resources that are available to satisfy them. This includes the allocation of natural, human, and capital resources, as well as such resources as time, energy, and space. Page 7.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Discretionary spending is that amount which the consumer may choose to spend for a particular purpose and at a particular time. Page 18.

CHOICE MAKING: SCARCITY

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Consumers differ in many ways, e.g., in the size of their incomes and in expenditure patterns. An appreciation of these variations will help the consumer with his budgeting and investment, and enable him to make more effective use of his life-span income. A knowledge of variations in consumer spending will also help the individual citizen to fashion public policies affecting consumption. Page 43.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The private sector of the economy makes use of the market mechanism. Individuals make decisions to buy and sell goods and services, and resources are allocated on the basis of these decisions. The public sector, which relies on citizens' decisions (not individual market decisions) to allocate resources for the collective provision of goods and services. Page 64.

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
The basic problem of limited resources versus unlimited wants at every level brings about the necessity of economic decision making, on both the societal and personal level. Page 118.

Economic Education Curriculum Guide: K-12, Oklahoma.
Relatively scarce resources place limitations on societies' ability to satisfy its wants or needs, thereby necessitating the making of choices as between possible alternative wants or needs. Page 119.

The Economics of Crime, Metz, J.C.E.E.
If all factors of production (land, labor, capital and entrepreneurial ability) were in such great abundance that all persons could have all the factors they desired, such as the air we breathe, then no one would be economically deprived and there would probably be very little crime against property. However, since factors of production are not in such abundance, there is some relative scarcity and economic deprivation is one of the results. Page 12.

The Economics of Pollution, Wolozin, J.C.E.E.
Clean air and water, although they are owned in common, are not free; they are increasingly scarce and valuable resources precisely because they have been treated in the past as if they were free and unlimited in supply. Page 14.

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CHOICE MAKING: SCARCITY

Economics:

Income, Employment, and Prices, Wagner and Gery.
The basic economic question confronting every society is how resources shall be used to satisfy human wants. Stated simply, the problem is how to allocate what we have to get what we want. Page 1.

Measuring the Performance of the Economy, Wagner.
On one hand, we find unlimited wants which may be satisfied in many different ways. On the other hand, we find scarce resources which can be used in many different ways. These conditions mean that not all wants can be satisfied. It is necessary to choose (or economize) which out of an unlimited number of wants are to be satisfied. Page 1.

Measuring the Performance of the Economy, Wagner.
Few Americans ever seem content with what they now have. This lack of contentment with what we now have, and the almost continuous striving for a higher standard of living, is one of the characteristics of our culture. Page 16.

The Profit System, Kaplan dnd Prehen, J.C.E.E.
All societies face one fundamental economic fact of life: Human wants are relatively unlimited, but the natural resources and labor which are required to produce goods and services are limited. Therefore, every society faces the problem of scarcity and must set up priorities; that is, choices must be made as to which resources will be used and for what purpose. Page 33.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
The basic economic problem is the limited nature of productive resources in relation to people's economic wants, which are virtually limitless. People use an intelligent, objective, rational approach to make the best use of scarce resources in a manner that most nearly satisfies their economic wants. Such an approach is called economizing, and economics is essentially the study and understanding of decisions and activities involved in this economizing process. Page 32.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Scarcity is a universal characteristic of all societies. Human wants appear to be without limit. Page 4.

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CHOICE MAKING: SCARCITY

Government:

Government and our Economy, Lewis, J.C.E.E.
In common with all people everywhere, we need an economic system because our wants for goods and services outstrip our capacity and ability to produce them. We combine human and natural resources to produce goods and services to satisfy our wants. These resources, however, are always limited in supply in relation to demand. They are scarce, and this will always be so. Page 5.

Government and our Economy, Lewis, J.C.E.E.
Scarcity refers not to absolute amounts, but to the amount of resources in relation to society's needs, wants, and desires. In the United States today, we produce more goods than any country has ever produced in the history of the world. Yet in an economic sense, goods in the United States are scarce. There is not enough for everyone to have all he wants of everything. Page 7.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The consumer's expenditures on clothing are related to his goals, total income and the priorities he established. Priorities are established by matching personal income with personal taste and preference. Page 3.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The consumer can help himself make good choices by seeking information about the product or services he wants, and then by using that information as a basis for making his decision. This information allows him to utilize his Freedom of Choice effectively. Page 5.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Values, goals and standards of living are interrelated as forces influencing the use of family resources for housing. Each stage in the family cycle has its unique wants, needs, responsibilities and resources and long-run planning helps families see the financial problems at each stage. The decisions made by families at each stage in the management of financial resources affect the kind of housing they will have. Page 8.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
In the American economy the consumer has freedom of choice in deciding how to spend his dollar on goods and services. Page 9.

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CHOICE MAKING: SCARCITY

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The status of choice includes the choice between the satisfying of wants through private or public expenditure. Page 20.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The private sector of the economy makes use of the market mechanism. Individuals make decisions to buy and sell goods and services, and resources are allocated on the basis of these decisions. The public sector of the economy is the government sector, which relies on citizens' decisions (not individuals market decisions) to allocate resources for the collective provision of goods and services. Page 8.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
The problem of scarcity faces all societies. Because of scarcity, all societies must make choices--the more primative the society, the fewer are the alternatives available to them in satisfying their wants. The wants of primative societies are therefore, mainly the things defined as basic needs. Page 1.

Economic Education for Washington Schools: 10-12, (DEEP).
Wants change with time. Collectively wants are always increasing and can never be completely satisfied. Man has non-economic wants (wants that cannot be satisfied by material goods or services) as well as economic wants. Economic wants will generally reflect the existing state of technology. Page 7.

Economic Education for Washington Schools: 10-12, (DEEP).
The wants of an economy are influenced by the values, tastes and mores of the society. Page 17.

Economic Education for Washington Schools: 10-12, (DEEP).
The collective wants of a society and the priorities assigned to the various wants will determine how resources will be allocated. Page 23.

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CHOICE MAKING: SCARCITY

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Every economy is faced with multiple wants that are often in conflict, or cannot be satisfied because of scarcity. Because all wants cannot be satisfied, a society must choose between alternatives. In the past, the production of consumer goods has received a lower priority than other economic activities determined by the central planners. Page 61.

CIRCULAR FLOW OF GOODS AND SERVICES

American History:

Economics in United States History: 1865-1970, Arkansas.
On each working day, people go out from households to sell their productive talents or resources to business. Business uses these resources to produce the goods and services that flow from the factories, mines, offices, football fields, airlines, schools, and banks. To the resource owners, business pays rent for land, wages for labor, interest for capital, and profit for entrepreneurship. The payments people receive constitute the flow of income with which they buy the finished goods and services they have helped to produce. Page 5.

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
Although the circular flow of money can be very complicated and complex, the basic outlines are clear: incomes are created out of the services rendered in the production process of goods and services, and these incomes in turn make possible the purchases (and sales) of goods and services. Page 68.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
There is a flow of goods and services between consumers and producers. The consumer provides productive resources to business such as labor, management, and so on. Business, in turn, uses these productive resources to produce goods and services. Money is a social invention used to facilitate the flow of goods and services and to direct resource allocation. Consumers receive incomes in return for their productive resources, and they spend their incomes to buy consumer goods and services produced by business. Page 5.

CIRCULAR FLOW OF GOODS AND SERVICES

Economics:

Fluctuations in the American Economy, Villard, J.C.E.E.
National income is equal not only to the value of current output but also to the sum of the income payments made to the labor, natural resources, and capital which made such output possible. This equality reflects the circular flow of spending that takes place in any economy. Page 15.

Fluctuations in the American Economy, Villard, J.C.E.E.
What businessmen receive is ultimately paid to the three productive factors, which receive the market value of their contribution to production. And these factor payments are in turn used to buy goods and services, thereby completing the circle. Page 16.

Measuring the Performance of the Economy, Wagner.
In every transaction there is a flow of a commodity or service from the seller to the buyer and, in exchange, a counter flow of money or credit from the buyer to the seller. An important thing to remember about the transaction is that the value of both these flows is equal. Page 4.

Measuring the Performance of the Economy, Wagner.
Government also participates in the flow of goods and money. Part of the income which households receive from business will be paid to the government in the form of taxes. A large portion of these tax payments will in turn be channeled back into households as government pays interest on government bonds, wages and salaries to its employees, and pensions to veterans. Page 6.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
Factor or resource owners are paid in money. The flow of money represents costs of production to businesses and money income to factor owners who are the income receivers. The income receivers, as consumers spend their money income. This flow of consumer expenditures, when received by businesses, may be viewed as business receipts. Page 65.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
There is a flow of goods and services between consumers and producers. The consumer provides productive resources to business such as labor, management, and so on. Business, in turn, uses these productive resources to produce goods and services. Money is a social invention used to facilitate the flow of goods and services and to direct resources allocation. Consumers receive incomes in return for their productive resources, and they spend their incomes to buy consumer goods and services produced by business. Page 63.

CIRCULAR FLOW OF GOODS AND SERVICES

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
There is a flow of goods and services between consumers and producers. The consumer provides productive resources to business such as labor, management and so on. Business, in turn, uses these productive resources to produce goods and services. Money is a social invention used to facilitate the flow of goods and services and to direct resource allocation. Consumers receive incomes in return for their productive resources, and they spend their incomes to buy consumer goods and services produced by business. Page 63.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
There is a circular flow of money, goods, and services in a modern market economy. Individuals receive money income from business or government in payment for productive resources or as transfer payments and then return this money to business and government through purchases, taxes, or savings. Page 50.

CITY PLANNING

American History:

Economics in American History: 1865-1970, Arkansas.
Urbanization of the hodgepodge variety, which has developed because of ineffective or no planning, cuts deeply into the economic growth of the city and renders unrealistic the values many of the people had held before they were drawn into the impersonalized life they have entered.

Decentralization and replacement of decay that is going on without overall planning is temporary, haphazard, and often a wasteful use of resources. Page 71.

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
Planning is essential to the orderly growth of a city. Page 76.

COMPARATIVE SYSTEMS

American Democracy:

Government and our Economic System, Lewis, J.C.E.E.
Some societies organize their economies so that responsibility for economizing rests almost entirely on their governments. These societies are referred to as socialist, communist, authoritarian, or command economies.

Some countries place reliance upon private ownership and free choices by individuals in economic matters as each individual seeks to make his living--earning and spending--as he sees fit within the limits of his abilities and opportunities. Individuals compete with each other in offering their skills and their goods for sale, and in buying what they want and are able to pay for. This is a free enterprise or capitalistic system. Page 6.

Government and our Economic System, Lewis, J.C.E.E.
The Soviet Union relies heavily on collective, authoritarian, governmental economic planning and decision-making. Page 59.

Government and our Economic System, Lewis, J.C.E.E.
The so-called democratic socialist economies of Denmark, Norway, and Sweden use an interesting combination of government and market. These Scandinavian economies rely too heavily upon free individual choice, consumer sovereignty, and the market to be thought of as fully socialist in the Eastern European sense. On the other hand, they differ markedly from the U.S. modified market system in their much greater reliance upon collective economizing through government decision-making. Page 69.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
The term economic system refers to the way different economic elements (individual consumers, workers, and managers, productive organizations such as factories or farms, and government agencies) are linked together to form an organic whole. The term economic system also refers to the way decisions are made as to what these economic elements will do in determining the answers to those basic economic questions which every nation faces. Page 3.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Nations with traditional economic systems permit the customs of the past to make the basic economic decisions for them. Page 4.

COMPARATIVE SYSTEMS

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
The more typical political and economic unit of the medieval period was the feudal estate. Each estate, called a manor, formed an economic unit. The goal of each estate was self-sufficiency. Economics decisions were guided by this goal. Page 19.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Mercantielism was a protective philosophy that sought to move an economy from emphasis on agriculture to emphasis on industry through the use of the powers of the state. To effect this change, the state had to protect industry against outsiders in other economies and to regulate industry's activities for effective growth. Page 65.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
On the surface, the operation of a command economy seems much easier to understand than the operation of a market economy. Economic decisions are made by planners with no need to risk the decisions made by millions of individuals. The simplicity of planning is only on the surface. Command economies, like other economies, must grapple with the problem of scarcity. Just as market economies have multiple goals, planned economies must also choose between different, and sometimes conflicting objectives. Page 150.

Readings in Economics for 12th Grade Students of American Democracy,
Most of the world's economies lie somewhere between America's private enterprise and Russia's communism. The last few years have seen a set of interesting new Western European experiments in democratic economic planning, combined with private enterprise and economic freedom, that some feel point the way to the future. Economic planning has ceased to be a dirty word to many conservative European businessmen. Page 196.

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
The economic decision-making organization of any society represents a mixture of tradition, command, and the market. The decision-making mix is subject to change in any economy over time. Page 1.

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COMPARATIVE SYSTEMS

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
In normal times in the United States, decisions were made mainly by the market mechanism. In wartime, however, direct government decree was substituted. Page 46.

Economics in United States History: 1865-1970, Arkansas.
Whether the problem which has been attributed to scarcity of productive resources is one of production or distribution, there is still the need for basic decision-making if society is to make the best use of its resources. The organization which people of all countries develop for making these decisions is called an economic system.

Although Economic systems are not static organizations, most of them changed gradually as they have developed. There exist today three main economic systems. There are many overlaps between them. None of them exactly fits the role ascribed to it, but all of them have some unique basic characteristics. It is primarily the way in which economic activities are coordinated to answer the questions of what to produce, how to produce, and for whom to produce that distinguishes one from the other. Page 2.

Economics in United States History: 1865-1970, Arkansas.
All nations have to make decisions as to how to use their relatively scarce resources to the greatest want-satisfying capacity. The centr l economic problem is the same. Only the organisational approach to resolving it varies from country to country. Page 6.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The American colonies had enjoyed a considerable amount of economic freedom. The effects of increasing British restrictions on colonial trade and of increasingly effective enforcement of those mercantilist policies were deeply felt in the colonial economy. Page 10.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The year 1776, the year in which American independence was delcared, was also the year in which Adam Smith published his famous book The Wealth of Nations. Smith argued against mercantilism in favor of free trade. Smith's theories serve as the essential tenets of capitalism and free enterprise. Page 11.

COMPARATIVE SYSTEMS

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Capitalism means that most productive resources are privately owned and controlled. Producers hope to cover all costs and have enough left over for profit. Consumers help to guide and direct economic activity by showing their willingness (or lack of it) to buy certain products. In communism, the important economic decisions are made by a central authority. People may be able to own certain basic consumer goods, but the government will have a powerful influence on the distribution of those goods. Communist countries usually have an economic plan. Each year, leaders of government, the armed forces, and industry set economic goals and formulate a plan for deciding how much steel, iron ore, electricity and so on will be needed to meet these goals.

Attempts to establish the superiority of one economic system over another are difficult. Because nations differ in terms of population, availability of natural resources, status of technological development and average level of education, it is hard to say how much of one nation's superiority can be attributed to its system and how much to advantages in resources and other factors. Page 89.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Political systems are sometimes confused with economic structures. In theory, any kind of political system can coexist with any kind of economic system. Page 90.

Readings in Economics for 11th Grade Students of U. S. History: The Great Depression, Pittsburgh DEEP.
A market economy is an ideal mechanism for economic decision making in a community that places a high value on a man's right to make his own decisions; as long as the market gives rise to enough jobs to provide a job for everyone who wants to work. Page 1.

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
No economy can actually be a purely private enterprise, socialist, or communist. Most are considerably mixed, including our own. Page 15.

Economics in the Business Curriculum, Joint Council on Economic Education.
Because private property is vital to the operation of a modified market economy, our legal system is designed to protect the right of an individual to own and use his property as he sees fit as long as he does not interfere with the rights of others. Page 61.

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COMPARATIVE SYSTEMS

Economics:

The Economics of the Oceans, Colberg, J.C.E.E.
One of the assets of the private enterprise system is the concept of private property. A great virtue of private ownership is that the owner will usually take good care of his own possessions. While on the other hand, property that is owned in common with many others is apt to be treated shabbily. Page 5.

Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
The incomes individuals obtain by working may not be the incomes society thinks they should have. As a consequence, one of the continuing functions of government is to alter the market income distribution to the income distribution desired by society. Choosing a desired income distribution is ultimately a public value judgement made through the political process. However, the income distribution that is most equitable according to society's preferences may not produce the most work. As a result, society must consider the problem of economic growth when it considers making adjustments to achieve a more equitable income distribution. Page 2.

Measuring the Performance of the Economy, Wagner.
Every society must devise some means for deciding what and how much is to be produced, how it is to be produced, and how the output will be distributed among the members of society. The laws, institutions, and devices which make it possible for these functions to be performed are termed an economic system. Page 1.

The Profit System, Kaplan and Prehen, J.C.E.E.
In the American economy, which is basically a free enterprise, market-oriented system, the decisions as to what is to be produced, how goods and services should be produced and who will get the goods and services once they are produced are made each time the consumer makes a purchase and each time the producer, lured by the profit motive, seeks to satisfy consumer demand. Page 33.

The Profit System, Kaplan and Prehen, J.C.E.E.
Socialists believe that private production for profit inevitably leads to waste as well as inequity. Wastes are caused by emotional, misleading advertising, artificial obsolescence brought about by frequent style changes, excessive use of salesmanship, needless duplication and periodic over-production. They claim that if production were left in the hands of a socialist government, production would be planned and living standards would rise. Page 39.

COMPARATIVE SYSTEMS

Economics:

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Economic activities and decisions are based on, and relate to, people's values. The economic system is a subsystem of the total social system that includes people's values and their non-economic wants. Page 35.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
A free enterprise system has an individual-centered and market-centered economy, in terms of economic control and decision making. Page 73.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Modification and additions to the private enterprise system have been developed through government to meet the problems generated by the operation of the private enterprise system. Page 85.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
All economic systems must solve the same basic problems: what to produce and how; how much to produce and who gets what is produced. Different economic systems solve these problems in different ways, through different combinations of economic institutions which organize each system. Page 147.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
In the late nineteenth century, the British economic system was one of laissez-faire capitalism. Page 150.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
All economic systems are faced with the need to allocate scarce productive resources. Page 4.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
A private enterprise economy is based upon the basic institutions of private property, enforcable contracts, and the right to earn profits. Supply, demand, and profits are vital factors in a competitive market system, and the allocation and distribution of resources are accomplished through their interaction. In a competitive market system, producers are forced to operate efficiently in order to earn a profit.

Most economic systems are blends, being neither purely private nor purely state controlled. Page 9.

COMPARATIVE SYSTEMS

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
Historically, our free enterprise economy has been characterized by governmental enforcement of contracts, police protection over property rights, operation of an adequate money system, tariffs to promote industry, subsidies to encourage a good transportation system, and legislation to enforce competition. Page 29.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
Under capitalism, markets and prices, reflecting shifting consumer demands and business supplies, are the main regulators which allocate scarce resources into the production of desired goods and services.

In perspective, capitalistic economies have been much more successful than any other type in raising standards of living. Page 34.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
Under any system, government taxes and government expenditures are used to finance services not provided through the market place. Page 35.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, DEEP.
There are theoretically three ways in which societies can organize and reach economic decisions: traditions, reliance on a central authority, or through the market mechanism. Societies never use just one type of economic organization but mix all three with a dominance of one or another of the factors.

Change in institutions, attitudes, and economic methods is constantly occurring. Each change results in some modification of the economic society. Page 3.

Economic Education for Washington Schools: 10-12, DEEP.
The goals of a particular society will determine the allocation of resources and the type of goods produced. Page 8.

COMPARATIVE SYSTEMS

World Cultures: World History:

Economic Education for Washington Schools: 10-12, DEEP.
Over the years, as a result of changes in technology and social attitudes, there are likely to be shifts in the relative importance of centralized, decentralized, and tradition-oriented decision-making in an economy. Such shifts are likely to lead to changes in the way productive resources are allocated. Page 13.

Economic Education for Washington Schools: 10-12, DEEP.
All economic systems change over time. The impetus for change may come from external and/or internal factors. Page 19.

Economic Education for Washington Schools: 10-12, DEEP.
Every society must have an organization to determine what is to be produced and have institutions through which these decisions are implemented. Page 24.

Economic Education for Washington Schools: 10-12, DEEP.
Overcoming the inertia of tradition is a basic problem in most underdeveloped countries. As traditional ways are cast aside, production for market becomes more important in economic decision-making. Decision by command is being commonly employed in attempts by underdeveloped countries to initiate change. Commands may be issued by democratically elected authority or by authoritarian rulers. Page 72.

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
It was the commercial revolution that produced the dynamic and expensive type of society known as capitalism, where the desire for profits is the driving motive and large accumulations of capital are employed to make profits by various elaborate and often indirect methods. Page 5.

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
Mercantilism is an economic philosophy geared to the goal of self-sufficiency. The mercantilist's primary goal is to gain access to the raw materials needed for industrial production and to create markets for the goods his industries produce. Page 7.

The World Economy, Calderwood, J.C.E.E.
Considerations of domestic planning and international politics have tended to dominate the decisions of the Communist countries in the field of foreign trade. However, the communist countries are doing an increasing amount of trade with non-communist countries and undoubtedly market considerations are beginning to play an increasing role as they formulate their trade policies. Page 35.

COMPETITION

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Those who give the most of what society wants will get the most from society--not because it is "nice" that this should happen, but because of the driving, compelling force of competition. Page 13.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Competition keeps the prices as low as they can be and still return a normal profit to producers. Competition stimulates production and makes more goods and services available to more people. Competition encourages producers to find more efficient and cheaper ways to make better goods. But competition, in a market economy, pursues but one goal, and that is profit. It can also be self-destructive. As technology becomes more complex and the machinery used in production more expensive, competition may tend to favor larger and larger business units. These larger units can afford to adopt the most modern methods that produce at the lowest per unit cost. The exact point in any industry at which competition stops being desirable and becomes undesirable is a matter of interpretation. Page 53.

American History:

Economics in United States History: 1865-1970, Arkansas.
Traditionally competition was believed to insure that no one person or firm could influence or exercise control of a market if there were a large number of sellers. We have found that the number of firms which must be involved to insure the best use of resources varies with the product and the stability of the market.

Competition between substitutes is a major trend in today's marketing which was not present in earlier days. Page 112.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Monopoly means that there is only one seller of a product of service. This is hard to find in reality, but business concentration in the form of oligopolies--a few sellers--is quite common today and some of the economic effects are similar to those that would stem from a pure monopoly. Page 11.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Some industries, by their very nature, are not suited for pure competition. That is, it is actually more economical for one firm to be the sole producer. Public utilities are usually classified as natural monopolies and given franchises by government. Because of their monopoly position, they are regulated by some sort of public service commission. Page 51.

COMPETITION

Economics:

The Profit System, Kaplan and Prehen, J.C.E.E.
The net effect of the competitive search for profit has kept our economy growing and advancing. Competition forces businessmen to provide goods and services of relatively high quality and low cost, thereby raising living standards. Page 2.

The Profit System, Kaplan and Prehen, J.C.E.E.
A market is characterized by pure competition when there are a great many sellers of a product and the product of every seller is identical. Each seller is such a small part of the total picture that he has no influence on the market price. Other forms of market structure do exist and provide the firm or firms in those markets some degree of control over prices. A monopoly exists when there is only one seller in the market. Firms with monopoly power frequently earn higher than normal profits by restricting output and selling at a higher than competitive price. Page 14.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Competition is rivalry among two or more parties whereby each party tries to succeed relative to his rival. The degree of competition may vary from intense to passive. It may cease on agreement between rivals. Page 69,

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
All markets do not automatically possess the attribute of effective competition. Basically, the degree of effective competition in markets varies. Page 90.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The degree of competition in the market depends upon the number of buyers and sellers in the market, barriers to entry of new sellers or buyers to the market, differentiation of products or outlets, and information concerning prices and products available. Page 92.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Under conditions of modern technology, businesses must be very large to be able to produce as efficiently as possible, to use mass production techniques, so that they can achieve the lowest possible costs. The entire market demand for a product may be only enough to support a small number of large businesses. Thus, there is a quasi-monopoly in the market--only a handful of firms, with the danger of ineffective competition. Page 96.

COMPETITION

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
It has grown increasingly difficult to preserve effective competition in certain segments of our economy, and the costs of preserving competition should be weighed against the benefits accruing from it. Page 9.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The American people have demanded big expenditures for education, national defense, highways, recreation, libraries, etc., which cannot be placed upon a competitive basis.

Natural monopolies often exist where it would clearly be inefficient to have more than one producer. Page 13.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
As the American economy developed, some regulation was necessary to preserve effective competition. Natural monopolies for providing gas, electricity, water, and telephone services are franchised and regulated by government because competition would be wasteful and inefficient. Page 84.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Family plans for acquiring housing affect and are affected by conditions in the total economy. Competition could lower prices and improve the quality of the product as well. Page 8.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

American Democracy:

Government and our Economic System, Lewis, J.C.E.E.
Consumers, by their behavior in the market, are constantly passing judgement on the efforts of producers. Thus a wise producer does his best to anticipate this judgement. We sometimes speak of this as consumer sovereignty. Page 11.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND:

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
In economics, demand refers to the quantities of a particular good or service individuals are willing and able to buy at various prices at a particular point in time. Page 36.

The Profit System, Kaplan and Prehen, J.C.E.E.
In a free market economy, consumers signal the businessmen in the market; that is, they either buy or don't buy his product. Therefore, businessmen will channel their activities into producing those goods and services consumers want because the businessman wants to make a profit. Page 1.

American History:

Economics in United States History: 1865-1970, Arkansas.
As consumers we want food, clothing, shelter, and the conveniences and luxuries which continue to be created. These are known as consumer goods and services because they satisfy our immediate needs and wants directly. Page 1.

Economics in United States History: 1865-1970, Arkansas.
Demand means the consumer is both able and willing to pay the price being asked at the time for a good or service. Page 18.

Readings in Economics for 11th Grade Students of U.S. History: The Great Depression, Pittsburgh DEEP.
Effective demand is the willingness and ability to spend money on goods and services. Page 17.

Teaching Economics in American History, Dawson & Prehn, J.C.E.E.
There are many illustrations of how consumer demand can help direct production in history. Virginia's productive resources were quickly shifted to tobacco production, as guided by the money votes of the London consumers. Page 6.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
As a result of Upton Sinclair's novel The Jungle, which described abominable conditions in meat-packing plants, and the discovery by a government physician that harmful substances were being put in certain drugs, medicines and canned goods, legislation was enacted to require government inspection of all meat sold in interstate commerce and that the ingredients of food and drug products be listed on labels--a step foreward in consumer protection. Page 56.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Skill in spending can increase a consumer's effective purchasing power and raise his level of living. Page 13.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
In our economic system, consumer spending helps to determine what goods and services are produced. Page 15.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Consumer spending helps to determine how much is to be produced of each good and service. Consumer spending helps to determine whether individual businesses succeed or fail. Consumer spending affects production and employment; therefore, it also helps to determine the total income of the economy. Page 16.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The amount that a consumer spends and the kind of goods and services he buys are influenced by such variables as the amount of his income, his age, his personal values, prices, custom, habit, fashion, advertising, his liquid assets, and the availability of consumer credit.

In addition to spending for goods and services that satisfy wants directly, a consumer may also buy insurance to protect himself and his family against the risk of future economic loss. Page 17.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
In the most familiar description, the consumer is an individual who receives income and tries to spend or invest it wisely. There are limitations in thinking about the consumer as an individual. Many purchases are made by and for families, so they represent social, not individual decisions. It is always important to remember that the individual is a part of society, so his individual actions can often be better understood when the individual consumer's behavior is interpreted as social action. Page 40.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Economics:

The Economics of Pollution, Wolozin, J.C.E.E.
The production and consumption of the automobile produce air pollution, noise pollution, and waste pollution. Page 8.

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
The market is efficient in that it is responding to the signals it has received--the dollar votes of the people who have plenty of dollars. If society finds this unacceptable, it can take action to bring about a more equitable distribution of income, and the market will respond accordingly. That is, goods and services will be produced to meet the needs and desires of the lower-income groups as soon as those groups have the ability to pay for them. Page 1.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
In the role of consumers, people receive from the system a continuous flow of economic goods and services. Consumers are organized into individual "Households" as basic consuming units. Page 55.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
As a consumer, each individual is affected by the economic decisions of his society when he buys goods and services through the prices he must pay and the goods that are available. Page 5.

Suggested Procedures and Resources for a Minimum Course in Economics,
Consumers express their desires for goods and services by their money demands in the market. Page 10.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In a private enterprise economy, like ours, growing aggregate demand is necessary to make use of the nation's growing capacity to produce. Page 18.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Inflationary booms occur when private spending by consumers and businesses plus government spending rise more rapidly than the economy's capacity to produce, so that aggregate demand exceeds possible supply at stable prices. Recessions and depressions, with unemployment of men and machines, occur when aggregate spending is inadequate to buy the output of the economy at full employment. Since producers cannot sell their products, they do not produce more. Page 23.

CONSUMERS: CONSUMPTION: UTILITY: DEMAND

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education. Page 4.
Since expenditures represent consumer demand, the principles underlying demand apply generally to both economic analysis and to personal economics. Page 4.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
In the most familiar description, the consumer is an individual who receives income and tries to spend or invest wisely. There are limitations in thinking about a consumer only as an individual. Many purchases are made by and for families, so they represent social, not individual decisions. It is always important to remember that the individual is a part of society, so his individual actions can often be better understood when the individual consumer's behavior is interpreted as social action. Page 42.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, DEEP.
The family group formed the basic unit of consumption in the stone age. Subsistence was the rule. The size of the family unit was limited by the natural food resources of the area in which the family lived. Growth in the size of the family unit would often deplete the food resources of the area and force the family group to either move, split, or face starvation. Page 1.

Economic Education for Washington Schools: 10-12, DEEP.
Increased demand encourages increases in supply. It also encourages competition in a competitive market, as a larger market increases the number of buyers and sellers. Page 31.

Economic Education for Washington Schools: 10-12, DEEP.
In a market economy the pattern of consumption largely determines the pattern of production and the profit motive to entrepreneurs to make changes in the pattern of production. Page 32.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
Technological developments, industrial growth, and specialization of labor have all contributed to the great interdependence among American people for goods and services and to the continuing improvement of the overall standard of living. Page 89.

Economic Education Curriculum Guide: K-12, Oklahoma.
Increasing interdependence among people results from increasing specialization in the production of goods and services. This specialization is fostered by technological developments, industrial growth, and urban expansion. Page 92.

Economics in United States History: 1865-1970, Arkansas.
Specialization of all productive resources promotes economic growth. Page 10.

Readings in Economics for 11th Grade Students of U. S. History: The Great Depression, Pittsburgh DEEP.
Individual consumers, businesses and governments all contribute to total demand. The amount each group will contribute is affected by what the other groups are doing. Page 18.

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
Vast outputs depend upon specialization, whereby each worker tends to produce only one product or perhaps only one part of one kind of product. Everyone is a specialist to some extent. The goods or services which he himself produces, or helps to produce, are of only limited use to him. Each of these persons needs to want what others are producing. Page 67.

Economics:

The Economics of Productivity, Greenberg, J.C.E.E.
Some companies have tried to combat the counter-productivity attitudes of many assembly line workers by experimenting with job enrichment. This enlarges the job, gives the worker more tasks to perform instead of only doing one job. It is a reversal of the older idea of specialization. Page 5.

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DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Economics:

Fluctuation in the American Economy, Villard, J.C.E.E.
The change from substantial self-sufficiency at the time of the Revolution to our present specialized economy has been a major factor responsible for the immense rise in the levels of living that has taken place over the period.

Specialization, in short, enables us to produce far more than we otherwise could. Page 1.

Fluctuation in the American Economy, Villard, J.C.E.E.
In any situation, the degree of specialization is limited by the size of the market. Page 2.

The Growth of the American Economy, Villard, J.C.E.E.
Specialization is only possible to the extent that there is a market in which the output of one specialist can be "exchanged" for the output of other specialists. Obviously, if a specialist cannot exchange his specialized production for the other things he needs, he cannot continue to specialize. Page 6.

The Growth of the American Economy, Villard, J.C.E.E.
We sell for money practically everything we produce, and buy for money practically everything we consume--and have a monetary system which, despite a steady increase in prices, does not significantly impede the specialization we have achieved. Page 12.

The Profit System, Kaplan and Prehen, J.C.E.E.
When the first caveman decided to devote all of his time to searching for and chipping flint in order to fashion a sharper hatchet, and when he exchanged his hatchets for food and skins with his fellow cave dwellers, he became a businessman, the first entrepreneur. His business opened up a whole new avenue of production and introduced specialization into the caveman's economy. Page 2.

The Profit System, Kaplan and Prehen, J.C.E.E.
Modern production techniques depend on specialization. Therefore, we each become dependent upon the skills of others to produce the goods and services which have become part of our everyday lives. Page 8.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Specialization leads to greater productivity because specialized labor is more effective, specialization results in the better use of natural resources, and specialization makes possible large-scale production. Page 63.

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DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Economics:

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
Specialization of production requires that the economic system contain an exchange system, a means for exchanging the specialized production. Exchange is the opposite side of the coin from specialization and is the "price" of specialization. Page 64.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The United States economic system is interdependent with other national systems in the world economic system. The record shows that the U. S. system has never been, and is not now, self-sufficient. Page 141.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Although our physical resources are fixed in amount, changing technology, specialization, and exchange have constantly increased our ability to use them. Page 9.

The World Economy, Calderwood, J.C.E.E.
Countries will tend to specialize in the production of goods which require large amounts of the productive resources that are abundant and therefore cheap, for small amounts of the productive resources which are scarce and therefore expensive. Page 12.

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
As nations of the world have unequal distributions of economic resources, considerable increases in productivity and consumption have resulted when nations who trade with each other specialize in the type of production they can each do best. Page 72.

Economic Education Curriculum Guide: K-12, Oklahoma.
World trade results in interdependence of the countries involved. Page 77.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Specialization is a situation in which individuals confine their activities to making a certain part of a good or a nation confining its activities to making particular goods best suited to its resources. Page 87.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

World Cultures: World History:

Economic Education for Washington Schools: 10-12, DEEP.
The degree of specialization depends on the size of the market to be served. Specialization led to greater efficiency of production with an increase in the output of goods. Page 1.

Economic Education for Washington Schools: 10-12, DEEP.
Production can be increased by increasing specialization which depends on the degree of technological skill of the labor force and the extent of the market. Page 9.

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
World trade takes place for the same economic reason that trade occurs within the United States--because it pays to specialize in what you can do best and to buy from others what they can produce more cheaply than you can. Page 1.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
In spite of political problems and such economic setbacks as the Panic of 1873, the nation's economy grew rapidly. America was having its own industrial revolution, and whereas the United States had been in fourth place as a manufacturer of goods in 1860, U. S. manufactured output equalled the combined output of Germany, France and Britain. Page 40.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Underdeveloped countries lack many of the necessary elements required to increase productivity, and the standard of living. Among these elements are overpopulation, the lack of natural resources, a shortage of capital and a shortage of social capital such as roads, bridges, tunnels, harbors, airports, schools, power plants, and water supply facilities. Industry needs many of these in order to produce goods and services. Page 84.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Related to the economic problems of the underdeveloped countries, are political and cultural factors which tend to aggravate them. Weak governments, political unrest and inefficiency discourage foreigners from investing in the newer nations, although foreign investment is often desperately needed. Page 85.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Economics:

The Profit System, Kaplan and Prehen, J.C.E.E.
The spanning of the continent by the railroads opened up new markets from coast to coast. The opportunity for profit encouraged businessmen to make use of new techniques of production, new innovations and new sources of power and raw materials. Before long, the trend toward an era of mechanized mass production was evident. Page 7.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
Expansion of an economy's productive capacity depends on the interaction of many factors; important, among which are growth in the labor force, growth in capital goods through investment, improvements in technology (including engineering science and managerial technology), and improvements in the quality of the labor force through education, training, and other investments in human beings. Page 16.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
A tradition of individual initiative, governmental stability, and protection of private contracts, and property, economic and social mobility, and the generally favorable economic environment have apparently played an importnat role in United States economic growth. Page 18.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania DEEP.
Advanced countries like the United States generally tend to have stable economic institutions, governments, and traditions helpful to orderly economic transactions and growing markets. Underdeveloped countries have no established markets, often unstable inadequate financial institutions for facilitating saving and investment, and other factors we take for granted. At best, economic growth is relatively slow in basically agricultural economics. Page 19.

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
Cities need an adequate transportation system in order to move economic goods. Improved transportation and communication systems allow corporations to operate in many countries and to shop among the world's cities for additional plant locations. Both economic and noneconomic factors are important in attracting people and new business and industry to a city. Page 75.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Expanding economic growth has resulted in problems relating to the quality of life in America; i.e., water and air pollution and social ills. There has been increasing concern over alleviating these problems in the United States. City, county, and state boundaries present barriers to solving these problems because economic and political boundaries do not necessarily coincide. Page 85.

EFFICIENCY

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
In a market economy the production of a particular region will be in those goods that it can produce most efficiently. The level of efficiency will be determined by the relative cost of the primary factors of production, the level of technology, and the extent to which they are able to trade with other regions. Page 2.

Economic Education for Washington Schools: 10-12, (DEEP).
Efficiency may be increased through fuller use of productive resources. Efficiency will suffer when a region engaged in activities in which it does not possess a comparative advantage over other regions with which it can trade. Page 16.

Economic Education for Washington Schools: 10-12, (DEEP).
Increased efficiency may take place as man devises better ways to utilize scarce resources or is able to engage in greater specialization of economic activity. Efficiency is hampered when resources are immobilized in relatively inefficient uses through lack of knowledge of more productive alternatives. Page 25.

Economic Education for Washington Schools: 10-12, (DEEP).
A depression creates inefficient allocation of resources and most capital as it applies to human resources. Natural resources and most capital may be utilized at a later date, but the human labor and managerial skill which are not used are lost for all time. Page 50.

Economics in United States History: 1865-1970, Arkansas.
It is the right proportions of the resources in different types of production that insures efficiency, that is, making the most effective use of scarce resources in order to maximize output at a minimum cost. Page 2.

00046

EFFICIENCY

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Specialization leads to greater efficiency; efficiency leads to greater output; greater output leads to higher earnings. Page 7.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
There are several reasons why a firm may become more efficient as it increases in size, and hence have lower unit costs and be able to charge lower prices. Greater specialization is often possible in the larger firm; it may be able to afford better equipment and engage in research; and it may enjoy market advantages such as getting discounts because it can buy in large quantities. Page 59.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Communist countries usually have an economic plan, such as the Gosplan of the USSR. Each year, leaders of government, the armed forces, and industry set economic goals and formulate a plan for deciding how much steel, iron ore, electricity, and so on will be needed to meet these goals. It is charged that this leads to inefficiency, because managers may ask for more productive resources that they need in order to fill their output quotas, and may set their goals too low in order to be sure that they meet them. Page 89.

Economics:

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
Efficiency is using resources in the most effective way to fulfill wants. Page 33.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
To lower costs, businessmen continually seek more efficient techniques of production, less expensive combinations of the factors necessary to produce their commodity, and a larger more efficient scale of production. Page 87.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In some cases, firms have grown larger than can be explained by the competitive drive to be most efficient. Page 14.

EFFICIENCY

Economics:

Unemployment and Inflation, Stein, J.C.E.E.
The uneven rise of various prices and income in an inflationary period of time is a source of inefficiency. Production and employment are kept unnaturally low in those parts of the economy where there are impediments to price and wage increase. Page 23.

The World Economy, Calderwood, J.C.E.E.
Imports contribute to efficiency by making it possible for a nation to concentrate on the production of the things it does best instead of having to divert its limited resources to the production of the things it does not do as well. Page 9.

Government:

Economics Education Curriculum Guides: K-12, Oklahoma.
Economic efficiency is to make the best possible use of available resources. Efficiency is usually measured by the per unit cost of goods and services, or the productivity of resources. Page 86.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
If an economy becomes more efficient, it is using its scarce resources to produce more goods and services. Increased efficiency is sometimes given back to the workers in the form of higher wages or to consumers in the form of lower prices in the market. Page 43.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Economic efficiency is measured by how well resources are being used. The criterion for judging how efficiently resources are being used is how much production is possible with the existing stock of resources and the present state of technology to achieve a high level of economic efficiency. Productive resources must be able to be shifted from areas of low productivity to areas of high productivity. Page 5.

Economic Education for Washington Schools: 10-12, (DEEP).
Economic efficiency is obtained through mobile productive resources. Factors that lack resources into particular uses and do not allow them to shift to more productive uses are the causes of inefficiency. Page 15.

EFFICIENCY

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Economic efficiency in China was hindered by the immobility of the productive resources. The government regulated trade very closedly and monopolized the trade of staple commodities. Page 21.

Economic Education for Washington Schools: 10-12, (DEEP).
Political controls over trade and production tend to lead to less than maximum efficiency in resource use. Page 35.

Economic Education for Washington Schools: 10-12, (DEEP).
The efficiency of an economy is measured by how much is actually produced in relation to the total amount of production possible with the available resources and the existing state of technology. Page 56.

Economic Education for Washington Schools: 10-12, (DEEP).
Soviet efficiency is high in terms of employment. There is reported to be no unemployment in the USSR. Central planning has, however, resulted in some cases of inefficient allocation of resources. The agricultural sector is the least efficient area of the economy and it lags behind developments in farming in most other industrialized nations. Page 67.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
In a market economy, if one factor of production is scarce relative to the other factors, then the cost of the scarce factor will rise and lead producers to substitute other less costly, more abundant factors when such substitution is possible. Page 4.

Economic Education for Washington Schools: 10-12, (DEEP).
The primary factors of production include land, labor, and capital. The secondary factors of production may be said to include managerial skill and government. While the primary factors are necessary for production, the secondary factors will generally determine the overall efficiency of the economy. Page 11.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
No nation is so rich that it can give every citizen everything that he or she wants. The desires of people tend to be unlimited, but productive resources are limited. Page 15.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Economics:

Fluctuations in the American Economy, Villard, J.C.E.E.
The National income is equal not only to the value of current output but also to the sum of the income payments made to the labor, natural resources and capital resources which made such output possible. Page 15.

The Growth of the American Economy, Villard, J.C.E.E.
Technological changes, economies of scales, and increases in labor quality are at present the most important factors responsible for economic growth. Page 19.

Measuring the Performance of the Economy, Wagner.
All productive resources fall into one of three groups: land, labor, or capital (machines, buildings, etc.). All productive resources are owned by someone, whether an individual, a corporation, or a governmental agency. Whenever these resources are used in production, their owners are paid for making the services of these resources available. Thus, the sum of these payments is really a measure of what is the cost of producing the nations total output, or GNP. Page 28.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The available resource base is very meager and resource limitation is overwhelming in underdeveloped countries. Page 49.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
Resources of the United States are owned by the people, and for the most part they are privately owned--by individuals as private property. But a person's labor is owned by the individual himself; there is no slavery. But resources of technology are usually owned neither by individuals nor government, with the exception of certain aspects of technology that are patented. Page 53.

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
Fundamentally, our economic resource base is such that our labor resource (itself of excellent quality through education and training) has a very large quantity and excellent quality for the other factors of production to work with or use. Labor by itself, or with meager supplies of other resources, generally is highly unproductive. Page 59.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The goods and services produced by an economy depend upon its stock of resources and how these resources are used. Page 8.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
All countries do not produce the same goods and services because human, natural and capital resources are not distributed equally among nations. Page 76.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Man has attempted to extend scarce resources through specialization and technology, because there are not enough resources to produce all the goods and services he wants. As wants are fulfilled, new ones are added. Page 17.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Productive resources include natural resources, human resources (labor) and capital resources (tools). Technological change, however slowly it takes place, increases man's productive resources and productivity and influences both production and consumption. Page 2.

Economic Education for Washington Schools: 10-12, (DEEP).
The quantity and quality of the primary factors of production and the manner in which they are combined will determine the productive output of an economy. In any society certain institutions have to develop or organize the above factors in order to carry on production. Page 9.

Economic Education for Washington Schools: 10-12, (DEEP).
The quantity and quality of productive resources can change through discovery, population growth, education, technological progress and capital formation, which are the sources of economic growth. Page 11.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
In the early stages of development, nations lack the necessary capital for investment in private and social goods. Page 95.

Economics in the United States History: 1865-1970, Arkansas.
Capital resources include capital goods and equipment like man-made tools, machines, factories, dams, derricks, and other things that do not satisfy wants directly, but are used in the production of the things we want. Page 1.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

American History:

Teaching Economics in American History, Dawson and Prehn.
Capital is often in short supply, the underdeveloped areas having only about 1/20 of the capital as that owned by the richer nations. Without modern tools, machinery and factories, industrial production cannot be great and new nations cannot hope to compete with Japan, Germany, the U.S. and other developed countries. Page 84.

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
Many kinds of capital, or man-made aids to production, are essential for the production of goods and services required for meeting the needs and the demands of the American people. Variations in the amount of investment in capital goods have important effects on the total economy. Page 70.

Economics:

The Economics of Productivity, Greenberg, J.C.E.E.
Capital is usually thought of as comprising land, plant and equipment, but it may also include cash, inventories and other investment required to run a business or an entire industry. Page 2.

The Economics of Productivity, Greenberg, J.C.E.E.
Productivity and the improvements in productivity are the result of the interaction of a variety of factors. They include technology, the volume of capital equipment, the volume and quality of human resources, work attitudes, scale of operation, and both short-term and long-term economic conditions. Page 3.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Capital goods are man-made means of production; e.g., tools, machinery, buildings, etc. Page 30.

The Growth of the American Economy, Villard, J.C.E.E.
To add to capital, consumption goods that might otherwise have been produced must be given up, and inputs used instead to produce , more tools and machinery. Over our entire history, capital has increased more rapidly than labor, permitting the use of more "capitalistic" techniques of production. The contribution of additional capital to the rise of living levels can, however, easity be exaggerated as capital accumulation is often given credit for what is in reality technological change or economies of scale. Page 15.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Our capital resources grow when people save and invest, and when businesses expand their plant and equipment. Page 8.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
It is very difficult to separate capital accumulation from technological advance, since old machines are usually replaced with different and better ones. Page 18.

Government:

Economic Education Curriculum Guide: 10-12, Oklahoma.
The phenominal development and growth of the American economy can be attributed to the effective utilization of our natural, human, and capital resources. Page 81.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Increased capital formation, through saving and investing, becomes possible as production increases. Increased capital formation in turn makes possible a higher level of production. Page 2.

Economic Education for Washington Schools: 10-12, (DEEP).
Capital goods are goods used in the production of other goods. Page 24.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
One difference between the ancient and contemporary market society is the farmer's reliance on slave labor. Slavery on a massive scale was a fundamental pillar of nearly every ancient economic society. Page 14.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
In medieval times, each craft had its own guild, an association of independent craftsmen who laid down the rules by which commercial activity within the towns were regulated. The guilds governed wages and conditions of work. They defined the qualifications required of an apprentice. They specified output and noted the charitable contributions expected from their members. Page 25.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
In the final analysis, what wage the workers can earn will depend on their productivity. Unions may affect the distribution of income, however, by giving workers more bargaining power with employers. Workers may thus gain higher wages and working conditions at the expense of the employers.

Changing methods of production may lead to technological unemployment for some workers as the new technology calls for new skills. Page 40.

Economics in United States History: 1865-1970, Arkansas.
Labor, or human resources is human effort. It includes administrators, managers, builders, researchers, inventors, professional people, day laborers, and all people involved in production. Both the number of people and the quality of their labor is important in the production of goods and services a nation can provide for its people. Page 1.

Economics in United States History: 1865-1970, Arkansas.
Some studies suggest that more than one-fifth of the economic growth in the United States during the last three or four decades is attributable to increases in the average educational attainments of the labor force, with perhaps one-fifth attributable to the general advance in knowledge. Page 61.

Economics in United States History: 1865-1970, Arkansas.
Two economic movements that gained rapid momentum during the latter part of the 19th century were large-scale business enterprise and the labor movement. Labor organizations set out, with determination and sometimes at great sacrifice by individuals, to gain union recognition and establish the principle of collective bargaining. The aim was difficult to achieve because it was contrary to the person-to-person relationship between employer and worker which had been predominant before the rise of industry. Page 103.

Economics in United States History: 1865-1970, Arkansas.
The first attempts to organize labor in the United States were made early in the 19th century, but the organizations were ineffective and short lived. It was not until 1881 that the first lasting organization emerged. A membership of some 150,000, most of whom were skilled workers in various crafts, had come together to combine their strength. The organization was to be known as the American Federation of Labor (AF of L). Samuel Gompers was its chief architect and long-term leader. Page 107.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Labor refers to all productive human effort. Page 15.

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FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
Work is the activity through which men and women typically make their most creative and personal contributions to the economic community. Man joins with other human, natural, and capital resources to help produce the nation's output of goods and services. Page 80.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The average amount of income earned by individual families varies greatly among the different nations of the world. The total amount of a nation's income may be determined by such variables as the kinds and amounts of productive resources available, and as to how these available productive resources are used. Page 12.

Economics:

Economic Stabilization Policies, Lewis, J.C.E.E.
For most of the Great Depression--which lasted the entire decade of the 1930's, between 15 and 25 percent of the working population was unemployed. Page 5.

The Economics of Productivity, Greenberg, J.C.E.E.
Human labor--the abilities, skills, education, experience and general knowledge of working men and women--is probably our most important economic resource. Page 1.

The Growth of the American Economy, Villard, J.C.E.E.
Real income per worker will be higher if the quality of a manhour of work is higher. Available evidence suggests that improvements in quality have been of substantial importance in explaining economic growth.

Americans are far better educated than they were in 1870 and they work fewer hours; which means that they can work more intensely during the hours they do work. Page 13.

The Growth of the American Economy, Villard, J.C.E.E.
While the exact contribution of the increase in education is not easy to measure and some of the techniques that have been used to do so leave much to be desired, it may well be that the increase in labor quality that resulted from our massive increase in education has been, after technological change, the most significant factor in explaining the increase in real income per man hour since 1870. Page 15.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Economics:

The Growth of the American Economy, Villard, J.C.E.E.
Future improvements in labor quality, are likely to depend primarily on improvements in education. Past improvements were primarily quantitative: more years of schooling for more students. But there is a limit to the amount of education that makes sense for an economy to provide; it may well be that improvements in the quality of education will be most important in the future. Page 36.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Laborers in our economy, are to a very large degree formally organized into groups called labor unions. The labor union represents its individual members in "collective bargaining"--the negotiation of the terms and conditions for the use or employment of the labor resource, especially wages and working conditions. Thus the primary incentive in forming labor unions is to secure greater power to affect wages and working conditions. Page 54.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Labor productivity and wages in terms of purchasing power have increased steadily in the United States as a result of increases in capital goods and improvements in technology and entrepreneurship, and greater skill and education of the workers.

Organization of workers into labor unions has decreased effective competition on the selling side of the labor market. Instead of many small (individual workers) there is now but one large seller in many markets--the union. This originally came about with the support of government, so as to improve the bargaining power of labor versus the originally greater bargaining power of employers. Page 101.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The productivity per worker depends upon the quality of the labor force, the resources with which labor works, and the efficient combination of the two. Page 8.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The American labor force is highly trained and well-educated compared with other nations. This increases contribution to total productive capacity. Increased education and training appear to be a very important means of raising total output and total output per capita. This is sometimes called investment in human beings. Page 17.

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FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Economics:

Unemployment and Inflation, Stein, J.C.E.E.
At the end of 1971, the unemployment rate was 6.1 percent of the labor force. Page 1.

The World Economy, Calderwood, J.C.E.E.
To produce goods requires not only labor but also raw materials, capital equipment, and imaginative management. The availability of these other factors will in part determine whether or not a producer is competitive in world trade and also how productive the workers will be. It is meaningless to look at how much a worker is paid without also considering how much he produces for what he is paid. Page 26.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
The phenomenal development and growth of the American Economy can be attributed to the effective utilization of our natural, human, and capital resources. Page 81.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Labor productivity is practically a matter of numbers but also includes the quality or skill of the labor force and the capital (tools) at their disposal. Page 18.

Economic Education for Washington Schools: 10-12, (DEEP).
Rising labor productivity is in part a result of the mobility of labor which permits the transfer of workers from low productivity jobs to high productivity jobs and in part it also applies to education and training which constitute an investment in human capital for growth. Page 25.

Economic Education for Washington Schools: 10-12, (DEEP).
During the industrial revolution, labor at last became a commodity to be bought and sold for a price in the labor market. Page 41.

Economic Education for Washington Schools: 10-12, (DEEP).
High productivity is the result of many factors including a well-educated and trained labor force and a large amount of capital investment per worker. The use of wage differentials helps to guide labor to areas in which it will be most productive. Page 53.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

American History:

Economics in United States History: 1865-1970, Arkansas.
Natural resources include land, fertile soil, minerals, water, timber, climate, mountains, and other products of nature. Page 1.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
By definition, land includes all natural resources. Page 15.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The demand for such things as water and revenue-producing land is increasing, but nature has given us a fixed supply. Although others before him had been concerned about the fact that we were wasting our natural resources in a dangerous fashion, President Theodore Roosevelt took firm action. Page 55.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Lack of natural resources is often a problem in underdeveloped countries. The U.S. is one of the world's leading nations in terms of the amount and variety of resources, while many of the new nations have few resources and little variety. Too often they must rely on the sale of one or a few products for their economic well being. If the world market for their output declines, their economies can collapse. Page 84.

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The payment for the use of land, or natural resources, is rent. Page 9.

Economics:

The Economics of the Oceans, Colberg, J.C.E.E.
The oceans contain practically all known elements because of the untold centuries during which rivers have cut away at the earth and have dumped their contents into the seas. In spite of the seemingly substantial amounts of elements and compounds in seawater, it has so far been too expensive to extract most of them. Page 9.

The Economics of the Oceans, Colberg, J.C.E.E.
In spite of the prospects of securing more oil, minerals, and fresh water from the seas, of making better use of seaweeds, and of improving the recreation potential, the greatest promise of the oceans lies in their ability to supply food. Page 10.

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FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Economics:

The Growth of the American Economy, Villard, J.C.E.E.
Natural resources appear important because, while labor and capital can increase indefinitely, our resources--at least on this planet, are obviously limited. Page 17.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Natural Resources are gifts of nature, such as mineral deposits, water power, land, etc. Page 30.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Although our physical resources are fixed in amount, changing technology, specialization, and exchange have constantly increased our ability to use them. The value of particular natural resources changes as science discovers new ways to use different resources. Page 9.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Natural resources include such factors as minerals, forests, land, and the water supply. The U.S. is rich in natural resources relative to most other nations; but in themselves, natural resources do not insure a high standard of living or rapid economic growth. Page 17.

The World Economy, Calderwood, J.C.E.E.
Japan lacks most of the raw materials needed for industry and cannot produce enough food to feed her people. Through international trade, however, the Japanese people are able to enjoy relatively high living standards. Thus, international trade enables a country to overcome the disadvantage of not having adequate natural resources. Page 10.

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
Cities often locate near sources of power or near natural resources. Page 74.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
The phenominal development and growth of the American Economy can be attributed to the effective utilization of our natural, human, and capital resources. Page 81.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
The ability of a society to produce is in part determined by the availability of natural resources. Page 18.

Economic Education for Washington Schools: 10-12, (DEEP).
The productivity of land increases as the skills of agricultural workers increase and as more capital is used. Page 25.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
An Entrepreneur is the businessman who not only has the know-how of combining resources to produce goods and services but also is willing to risk making either a profit or a loss. Page 116.

Economics:

Economics in United States History: 1865-1970, Arkansas.
The entrepreneur may be a stockholder, a manager, or an owner of a plant or business. He may be the person who brings together the other three factors and organized them for production, but the main thing that identifies him is that he is the financial risk taker in promoting the business. Page 1.

The Profit System, Kaplan and Prehen, J.C.E.E.
Businessmen will channel their activities into producing those goods and services consumers want because the businessman wants to make a profit. He will try to produce goods and services in the quantities and at a price that will yield him a net profit. Page 1.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Entrepreneurship is the human effort of organizing production, or organizing resources to produce economic goods and services. Page 30.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
In the private business sector, it is the entrepreneur who marshals and mobilizes the productive factors of the economic system. All resources are employed in production through the services of the entrepreneur. The entrepreneur's incentive is business profit--the excess of revenue over costs. Page 63.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In our society the entrepreneurs who organize productive activity in anticipation of profits are innovators and risk-takers. Entrepreneurs provide the drive to produce better and better products at lower and lower costs which characterizes our society. Page 10.

GOODS AND SERVICES

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Productive resources may be used to produce either consumer goods or producers goods (capital goods). Capital goods are such things as factories, machinery and other productive facilities that will increase society's capacity to produce in the future. Page 5.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Whenever there is a deficiency in the total spending of income when our resources are fully employed, the government should encourage increases in spending by individuals and the government itself should spend more. Whenever aggregate spending is greater than full employment income, the government should make it more difficult for individuals to spend and should itself spend less. Page 45.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
When President Kennedy recommended a tax cut in 1963, he was using fiscal policy to stabilize the economy. With fiscal policy, the federal budget is used to adjust total demand. When demand is decreasing, moves are taken to stimulate it; when demand is increasing too fast, steps are taken to discourage buying.

Fiscal policy has proved itself capable of stimulating economic activity. It is limited, however, by the amount of time it takes to get changes in policy adopted. Page 146.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
Prior to World War II, one of the most disturbing economic problems was the cyclical occurance of booms and busts, which culminated in the Great Depression of the 1930's. This economic catastrophe, subsequent developments in economic theory, and the availability of more accurate and current economic data provided the impetus for legislative action designed to promote economic growth and also to avoid wide business fluctuations. Page 89.

Economic Education Curriculum Guide: K-12, Oklahoma.
The historical occurrence of recessions and depressions, epitomized by the Great Depression of the 1930's provided impetus for legislation to enhance economic growth without serious business fluctuations. Page 91.

Economic Education for Washington Schools: 10-12, (DEEP).
The Employment Act of 1946 committed the Federal Government to pursue activities intended to affect the rate of economic growth and to avoid economic instability. Page 53.

Economics in United States History: 1865-1970, Arkansas.
The Employment Act of 1946 defines the economic goals of the nation, and imposes upon the federal government the responsibility for action that will maintain economic stability without jeopardizing economic growth. Page 3.

Economics in United States History: 1865-1970, Arkansas.
Government action in taxing and spending and in the management of the National debt to change the level of business activity is known as fiscal policy. A tax cut tends to expand business activity by putting more money into the hands of consumers and can be used effectively in a period of recession. A tax increase tends to slow down the rate of expansion by removing money from the hands of consumers. Page 39.

Readings in Economics for 11th Grade Students of United States History: The Great Depression, Pittsburgh DEEP.
Fiscal policy refers to the actions of the Federal government with respect to spending, taking, and managing the national debt. Page 18.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Most economists agree that government can stimulate a lagging economy by reducing taxes and increasing its own spending. This means that the government should spend more than it takes in; however, a budget deficit will occur. Those who believe that fiscal policy should be a major weapon in controlling the business cycle assert that it is quite proper for the government to have a deficit when a recession or depression exists, and to have a surplus when inflation is the problem. Page 71.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
The tax policy of the Federal government has become increasingly a fiscal tool. Page 73.

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
In an effort to stabilize the economy, the Federal government can utilize fiscal policy which includes both automatic and discretionary actions. When recession or inflation threatens the economy, the automatic or built-in stabilizers are activated without the need for diagnostic and decision-making by government authorities. In the use of discretionary fiscal tools, the federal government (as the largest single revenue receiver and spender in the nation) is in a strategic position to promote stability in the economy through altering tax rates and/or changing the federal spending program. Page 99.

Economic Education Curriculum Guide: K-12, Oklahoma.
Fiscal policy is designed to help stabilize the economy through appropriate changes in government taxing and spending. Page 103.

Economic Stabilization Policies, Lewis, J.C.E.E.
Fiscal policy refers to deliberate actions which affect the size and deficit or surplus conditions of the Federal budget. These actions include increasing or decreasing tax rates and/or Federal expenditures for the purpose of stimulating or restraining aggregate demand. Page 7.

The Economics of Youth Unemployment in the United States, Levitan and Taggart, J.C.E.E.
A Comprehensive public policy for alleviating youth unemployment would include monetary and fiscal actions to maintain the rate of aggregate unemployment at 4.0 percent or lower; for only in a tight labor market can youth successfully compete for a larger share of jobs. Page 11.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Government policy and action at the federal level, acts through spending, taxing, and the enforcement of monetary policies to keep economic activity on an even keel, with full employment, and to offset any tendency toward inflation or recession. Page 79.

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GOVERNMENT AND THE ECONOMY: FISCAL POLICY

Economics:

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The fiscal policy of the federal government is centered on the federal budget and involves three major elements: government spending, taxation, and budget deficits. The Federal government's fiscal policy always affects the national level of production and income. Page 118.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The effect of fiscal policy of the federal government on the national level of production and income is important, because government purchasing alone accounts for about 20 percent of the GNP. The contemporary U.S. government has chosen to use fiscal policy to help stabilize the economy at high levels of income and employment. Page 119.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Excesses of government spending over tax receipts generally serve to increase total spending, and excesses of government taxation over government spending generally tend to reduce total spending. Thus many economists believe that government "fiscal policy" provides a potentially powerful tool to help stabilize total spending in the economy. Page 23.

Unemployment and Inflation, Stein, J.C.E.E.
There are numerous problems in the way of using fiscal policy effectively to stabilize the growth of total spending. They fall into two categories: Problems arising from unreliability of forecasts, and problems arising from the existence of objectives other than stability. Page 41.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Any government action to accomplish a single economic goal will have secondary effects which may hamper the accomplishment of other important economic goals. Thus, an all-out effort to combat inflation may increase unemployment and restrict economic freedom. Page 84.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Americans believe that the great values that flow from widespread education will not be forthcoming if we depend solely upon individual initiative and the market system to provide educational services. Therefore, the government provides the services. Page 16.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
The Government performs a regulatory service which is essential to the very life of a market economy. It insists upon competition in our markets and takes steps to ensure that competition is maintained. Page 21.

Government and Our Economic System, Lewis, J.C.E.E.
In certain areas in our economy, most notably in the case of the public utilities, we have quite openly abandoned our dependence upon competition as our principle regulator, turning instead to positive governmental regulation of rates and services. Competition between two or more firms furnishing public utility services is bound to result in losses for all of the firms. The result is that if service is to be provided without interruption, service by a single firm is the only solution. Page 23.

Government and Our Economic System, Lewis, J.C.E.E.
Taxes on imports from foreigners are called protective tariffs, and their purpose is to make it economically difficult if not impossible for foreign producers to offer their goods for sale in our markets in competition with goods made by domestic producers. Page 29.

Government and Our Economic System, Lewis, J.C.E.E.
The government affects the economy through activities designed to protect the operation of the free market, activities designed to modify the market or the results of the market because of special concern for social costs, public costs, and the redistribution of incomes, and activities designed to insure growth, stability, and full employment of our economic resources. Page 50.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
The role of government has been expanding in this century without any doubt. Government is bigger today for at least four broad reasons: national defense, regulations to keep large scale industry competitive, emphasis on human rights as well as property rights, and new social concerns. Page 66.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
No real world market economy can exist free of all government control; neither can a command economy completely ignore the dictates of supply and demand in its planning. Page 70.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
In our modern complex, industrialized society, most people agree that they want a wide range of public services, and the exclusive ability of governments, with their power of compulsion over citizens, to provide them effectively dictates that the public sector will be large. There are four major situations where there is a strong case for asking the public sector to do the job. Some goods and services are essential and, as a practical matter, can only be provided collectively. In some cases, the benefits to society as a whole are far greater than those to any one individual; in such cases, it is obviously to the combined advantage of the beneficiaries for the expenditure to be made, but there is often no practical way of getting it made except by having the government step in and do it. Some undertakings are so large and risky that as a practical matter, no one except the government can be expected to take them on. Sometimes the public agrees through the political process that the government should alter the pattern of production and consumption. Page 75.

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
Political and social stability reduces uncertainty. Reduction of uncertainty in a market economy enables entrepreneurs to form clearer perceptions of profit expectations and hence tends to encourage investment and economic growth. Page 12.

Economic Education for Washington Schools: 10-12, (DEEP).
Even in a basically market-oriented economy, governments play a significant role in deciding what to produce and how to produce it. The government may figure in economic decision-making through regulation of economic activity or through the manner in which it taxes and spends. Page 22.

Economic Education for Washington Schools: 10-12, (DEEP).
Public investment or economic aid by government is often defended on projects where the social rate of return on the capital invested exceeds the private rate of return. The social rate of return includes the increase in productivity that is possible through the new industries that are simulated; and by such things as savings in time and costs. Page 23.

Economic Education for Washington Schools: 10-12, (DEEP).
Even in a free market society, government regulates a wide range of economic activity either in the interests of justice, efficiency, stability, and other goals. Page 29.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

American History:

Economics in United States History: 1865-1970, Arkansas.
The government is sometimes included as a fifth factor of production. Page 2.

Economics in United States History: 1865-1970, Arkansas.
America cannot afford the heavy drag of mass poverty on the economy. It should be made clear, however, that in attempting to break the cycle of deprivation and dependency, the aim is not only to benefit the economy by the best use of human resources; it also aims toward the diminishing of juvenile delinquency, crimes of violence, riots, and other disorders often linked with poverty. Page 77.

Economics in United States History: 1865-1970, Arkansas.
Since 1950, a concerned effort has been made to edge the employable people out of the poverty level through social legislation. Page 80.

Readings in Economics for 11th Grade Students of U.S. History: The Great Depression, Pittsburgh DEEP.
During the depression, governments had to take over the responsibility of unemployment relief since private welfare agencies had not confronted such an emergency. Page 4.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
A revenue tariff is a tax on imports. Its major purpose is to raise money for the government. A protective tariff is designed to keep foreign goods of the country and thus relieve domestic producers of the pressures of foreign competition. Page 19.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Economic growth is fostered by political stability. Page 24.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Inflation not only harms the individual but is bad for the nation as well. Foreigners lose confidence in the dollar when they see that its value is declining, and everyone loses respect for a government that cannot or will not control inflation. Economic relations with foreign countries can be damaged. Page 32.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
War is a costly business and during the four years of the Civil War, the government spent more than it had expended during all of the United States history up to that time. Page 36.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The Sherman Anti-Trust Act of 1890 outlawed trusts and other combinations that destroyed competition, but at first there was no effective means of enforcing it. And even now, in spite of subsequent antitrust laws and better enforcement provisions, there are many who believe that much more must be done to control big business. Page 52.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The Bureau of Corporations was set up during Theodore Roosevelt's Administration to investigate and report on the actions of the large firms. Page 56.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The Federal Trade Commission was established to act as a watch dog over business. Page 59.

Business Education:

Economics in the Business Curriculum, Joint Council on Economic Education.
Because a free market economy does not always produce the most just and equitable results for the people, our legal system has been designed to permit the people (through their government) to modify the actions of the free markets. Page 62.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Government performs as a producer when it produces goods and services such as postal services, highways, and public education. Government performs as a consumer when it buys goods and services such as building materials, military services, and office supplies. Government performs as a transfer agent when it collects income in the form of taxes and transfers some of its income in the form of welfare payments and subsidies. Page 5.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Individuals receive assistance from the government in the form of information and protection e.g., pure food laws, fair labor standards, and unemployment insurance. Page 64.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Economics:

Economic Stabilization Policies, Lewis, J.C.E.E.
Policies aimed at remedying the unemployment situation in the Great Depression were only partly successful, and the economy did not return to high levels of employment and incomes until the Second World War. Improvements in economic stabilization policies to date rest partly on changes--some accidental and some designed--in the institutions and structures of the American Economy and the ability of the Federal government to pursue corrective policies. Further improvements will depend on still better policies based on better insights by responsible officials and the voting public into how stabilization policies actually operate. Page 5.

The Economics of Pollution, Wolozin, J.C.E.E.
Because the costs of pollution are external, it is clear that they are not covered by, and have no influence on, the day-to-day market transactions which ultimately account for the allocation of resources, therefore, either the costs must be internalized (by governmental regulation) or the people, collectively, through government, must pay the costs of pollution. Page 8.

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
Full employment is the chief short-run action that governments can take to help eliminate job discrimination. Page 9.

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
Viewed as short-run problems of income redistribution, neither poverty nor discrimination constitute a major American Problem.

Eliminating discrimination is primarily a political task since government forms the vehicle for changing private economic practices and since governments, themselves, often play an active role in discrimination. Page 11.

The Economics of the Oceans, Colberg, J.C.E.E.
The Earth's atmosphere and oceans constitute a very large part of our common property; these resources are being abused and destroyed. A partial answer to some of the unfavorable consequences of common ownership of the oceans may lie in the conversion of suitable areas within the territorial waters of a nation into temporary private property. Page 5.

The Economics of the Oceans, Colberg, J.C.E.E.
Comparative advantage is sometimes affected by legislation. Quotas and tariffs restrict imports and induce some misallocation of resources on a world-wide level. Page 6.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Economics:

The Economics of Productivity, Greenberg, J.C.E.E.
In 1971, the administration established a price stabilization program which was not voluntary but which set up a Pay Board and a Price Commission to review proposed wage and price increases for large firms and to review actual changes made by small firms. Page 11.

Fluctuations in the American Economy, Villard, J.C.E.E.
For four crucial years, inflation was the primary device used by the Continental Congress to finance the Revolution; had it not been used, it is quite possible that the Revolution would have failed.

Although the inequity of the burden imposed by inflation has long been recognized, inflationary finance has nonetheless played a role in every major war we have ever fought. We continue to finance wars by inflation simply because there are clear limitations on the amount of money that can be raised by taxation in an economy during wartime without making the war so unpopular as to diminish seriously the nation's war effort. Page 5.

Fluctuations in the American Economy, Villard, J.C.E.E.
Primarily, because there was no agreement as to what needed to be done, the government under Roosevelt did little to promote recovery. Its main contribution in 1933 was the substantial improvement of our banking arrangements through the insurance of bank deposits and the strengthening of the powers of the Federal Reserve System. Page 20.

Fluctuations in the American Economy, Villard, J.C.E.E.
If business investment is insufficient to provide full employment; Keynes suggested that the government incur deficits large enough to offset the deficiency--thereby guaranteeing that all who want to work will have the work they want. When government incurs a deficit--either as a result of an increase in spending or a reduction in taxes--it finances the deficit by borrowing savings which might otherwise have been idle and in this way it tends to bring about an increase in the national income. Page 22.

Fluctuations in the American Economy, Villard, J.C.E.E.
The Employment Act of 1946 stated that it was the policy of the federal government "to promote maximum employment, production, and purchasing power," and to seek to create and to maintain an economic environment in which "there will be afforded useful employment opportunities, including self-employment, for those able, willing and seeking to work."

Fluctuations in the American Economy, Villard, J.C.E.E.
When a price ceiling is imposed by law, the market is not cleared since people wish to buy more than sellers wish to supply. This presents the problems of deciding who shall get the limited amount of goods that sellers are willing to sell at the ceiling price?

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Economics:

Income, Employment and Prices, Wagner.
Citizens must decide whether their interests are better served by more, less, or simply by different government policy. Page 32.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The government sector is organized into units, which carry on economic activity. Examples of such organizational units include: the U.S. Department of Defense, a welfare agency, a school district, or a police department. Page 74.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The government effects the market and the economy in many ways. Government tries to maintain competition through antitrust laws and regulation of public utilities. The Government sponsors cartelization to give some sick industries a rest from effective competition. The government rewards legitimate inventions by legally eliminating competition for a period of time through patents. The government allocates resources from the production of private goods and services to the production of public goods and services. Taxes levied by government redistribute income and affect people's incentives. Page 98.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The government plays a role in adjusting the output of the private enterprise economy, and in producing and distributing some goods and services. The federal government tries to enforce reasonable competition through the anti-trust laws, while protecting some groups against the forces of competition. Page 14.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Historically our free enterprise economy has been characterized by government enforcement of contracts, police protection over property rights, operation of an adequate money system, tariffs to promote industry, subsidies to encourage a good transportation system, and legislation to enforce competition.

The role of government in supplying institutional services, setting the rules of the game and acting as umpire has served to supplement our basically free enterprise system.

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GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Economics:

In general, government services have been largely limited to activities not effectively provided for by the private sector.

Government tax policies can have a powerful influence upon investment and business incentive. Page 29.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
A major role of government in a capitalistic economy is to lay down general rules within which private individuals and businesses operate, such as enforcement of contracts and the right to ownership of private property. Another major government role, on which most, but not all, people agree, is to adopt policies designed to promote effective competition and stable economic growth. Page 34.

The World Economy, Calderwood, J.C.E.E.
Government policies often affect the flow of trade between nations, particularly when they take the form of imposing tariffs and other barriers to trade. Page 18.

The World Economy, Calderwood, J.C.E.E.
The oldest and best known barrier to trade is the tariff. The composition of an import duty raises the price of the imported product to the domestic consumer since the importer who has to pay it will add the amount, or much of it, to the price he charges his customers. Apart from the effect on the consumer, the imposition of tariffs reduces the ability of the more efficient foreign producer to sell and thus his incentive to produce. Page 20.

The World Economy, Calderwood, J.C.E.E.
The advantages of freer trade include more specialization, the economies of mass production, and more and cheaper goods for the consumer. Page 32.

The World Economy, Calderwood, J.C.E.E.
From 1945 through 1971, the U.S. Government has provided $149.3 billion of foreign aid to the rest of the world. Page 50.

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
Many older cities are now finding that the social and economic costs of urbanization can exceed the benefits. The problems of overcrowding and inadequate public services are particularly acute in the larger metropolitan cities of the world where pollution, congestion, poverty, and physical obsolescence are all too common. Page 72.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
The role of government in the American economy has increased over the last two centuries as our society changed from an underdeveloped country with a predominantly rural population to a highly developed urbanized society. In early America, the economic role of the government was largely devoted to protecting private property, providing for private contracts, and guaranteeing related economic freedoms. The role was a limited one concerned with preserving conditions necessary for effective capitalism.

Government has long assumed the primary responsibility of providing certain basic goods and services which were not effectively supplied by private enterprise. Page 80.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Lower-income families are aided by measures which redistribute national income. This is done principally through public aid programs, transfer payments and food supplemental programs. Page 13.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The public sector of the economy is the government sector, which relies on citizens' decisions to allocate resources for the collection provision of goods and services. Page 8.

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The benefits possible through government, under the heading of citizen activity, are that we can sometimes get things collectively that we cannot get, or cannot get as well, individually. Page 14.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Security may be provided through individual means, through private collective action or by government programs. Page 21.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Laissez faire is a philosophy advocated by Adam Smith that the government leave economic decisions to the market which decides what to produce, how it will be produced and who will receive the output. Page 44.

Economic Education for Washington Schools: 10-12, (DEEP).
In both the United States and Western Europe, there is now a great deal of government intervention in agricultural markets. This has taken such forms as price supports, acreage allotments, and compulsory marketing agreements. Page 50.

Economic Education for Washington Schools: 10-12, (DEEP).
The role of government is restricted by law in the United States. Centralized decision-making is subject to popular democratic control. Page 52.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, AND FIRE PROTECTION, ETC.)

American Democracy:

Government and Our Democracy, Lewis, J.C.E.E.
Government expenditure for defense is extremely important in the American economy not only because national defense is necessary for our existence as a nation, but also because the spending is enormous both in absolute amounts and in relation to the total output of our economy. Page 18.

Government and Our Democracy, Lewis, J.C.E.E.
Sometimes a market is not geared to take account of certain social costs of production or to reflect the desires of society for certain kinds of goods or services. The market under the force of government now takes them into account. The goods and services we cannot expect the free market to provide unless directed or assisted by government, are called public goods. Page 33.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Space programs sponsored by the United States government are administered by the National Aeronautics and Space Administration (NASA). Approximately $5 billion a year is currently spent on American space programs. Page 84.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, AND FIRE PROTECTION, ETC.)

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
In the early stages of development, nations lack the necessary capital for investment in private and social goods; thus, these nations borrow from other countries in order to build such facilities as roads, dams, hydro-electric power plants, and schools which are necessary to support industrial growth. Page 90.

Economics in United States History: 1865-1970, Arkansas.
Public goods are goods or services, the consumption of which by some people leads to no reduction in what remains to be used by others. A balance between allocation for public goods and services is, however, primarily maintained by individuals at the market and in the voting booth. Page 50.

Readings in Economics for 11th Grade Students of United States History: The Great Depression, Pittsburgh DEEP.
State Unemployment Relief programs were developed during the depression to combat the effects of the business cycle. Page 11.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The G.I. Bill of 1944 provided unemployment insurance, schooling and housing and business loans for veterans. Page 79.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Social Capital is scarce in undeveloped countries. But the prospects for operating these facilities at a profit are often nil, so private businessmen do not invest in them. Thus, governments must often try to provide this social overhead capital. Page 84.

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Some wants of individuals (national defense and interstate highways) can best be satisfied for the public through government action. Page 29.

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GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, AND FIRE PROTECTION, ETC.)

Economics:

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
Market economies can efficiently produce and distribute goods and services, but their efficiency reflects the prevalent distribution of income. Thus, if income is concentrated in the hands of a few wealthy people, the market will produce the goods and services demanded by this group while ignoring the needs and desires of the poor who are unable to pay. If society finds this unacceptable, it can take actions to bring about a more equitable distribution of income, and the market will respond accordingly. This action will be accomplished through public goods and services. Page 1.

The Economics of Youth Unemployment in the United States, Levitan and Taggort, J.C.E.E.
To reduce the relative unemployment differential and alleviate youth employment problems, it is necessary to increase the share of jobs for youth. Several manpower programs have been established by government for this specific purpose. Page 9.

The Growth of the American Economy, Villard, J.C.E.E.
In a democracy, improvements in education do not have to be justified entirely in terms of their contribution to production. Education may be desireable because it makes a man a better citizen or adds to his enjoyment as a consumer even though it does not induce his employer to pay him more. But in our complex economy, there is no doubt that an increase in education is of benefit to employers and therefore, increases real income. Page 13.

Measuring the Performance of the Economy, Wagner.
With the exception of the war years, goods and services purchased by government have ranged from about 10 to 20 percent of GNP. Page 24.

The Profit System, Kaplan and Prehen, J.C.E.E.
Government provides many types of services for business in order to create the conditions under which business may effectively pursue production for profit. Page 35.

A Resource Guide for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Public goods and services are what (in part) the public receives for its tax payments. Page 76.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In general, government services have been largely limited to activities not effectively provided by the private sector. Page 29.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, AND FIRE PROTECTION, ETC.)

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Local, state and national governments participate in a wide variety of economic activities. These consist of regulatory devices, law enforcement, conservation, construction of public facilities, distribution of resources, welfare programs, subsidization, and taxation. Page 30.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Under both capitalism and communism, government taxes and government expenditures are used to finance services not provided through the market place. Page 35.

Taxation in the United States, Morton, J.C.E.E.
The complexity of the tax structure and of tax policies, is partly attributable to the tremendous growth in the volume of goods and services that modern governments are expected to supply. Page 1.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Government has long assumed the primary responsibility of providing certain basic goods and services such as roads, police and fire protection, and national defense, which were not effectively supplied by private enterprise. Page 80.

Economic Education Curriculum Guide: K-12, Oklahoma.
Through its income from taxes, the government provides certain goods and services for all citizens. Government is usually expected to provide for social capital such as roads, railroads, airports, communication services, and energy sources for economic development. Page 83.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
Our level of personal spending may be influenced by the budget since it includes proposals not only for expenditures but also for collective revenues. Page 19.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, AND FIRE PROTECTION, ETC.)

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
With growing commitments of nations to imperialism and excessive nationalism, countries turned toward increased military expenditures. Military expenditures may remove a large proportion of the available resources from consumer use. Page 28.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, DEEP.
Community goods and services are produced by government. Such goods and services are paid for by individuals in the form of taxes or levies applied by the government. Page 8.

GOVERNMENT AND THE ECONOMY: TAXATION

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Goods and services provided by the government must, in most cases, be paid for by taxes. Some taxes are better than others. A good tax should be capable of raising the funds needed; it should not cost too much to collect; and it should be fair. Page 95.

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Citizens use many goods and services provided by government and taxes are necessary to pay for these things and to meet the general costs of government. Taxes can also be used for other purposes. Page 10

Economics in United States History: 1865-1970, Arkansas.
Through our progressive tax system, taxes are adjusted to take proportionally more from the upper-income group and less from the lower-income group. This system increases the disposable income of the low-income earners. Page 74.

Readings in Economics for 11th Grade Students of U.S. History: The Great Depression, Pittsburgh DEEP.
Changes in tax rates can affect spending patterns. High taxes will discourage spending for other purposes. Reduced taxes will leave more money in the hands of businessmen and consumers to be spent for goods and services. Page 18.

GOVERNMENT AND THE ECONOMY: TAXATION

American History:

Teaching Economics In American History, Dawson and Prehn, J.C.E.E.
War is a costly business, and during the four years of the Civil War, the government spent more than it had expended during all of United States history up to that time. To help defray this great expense, an income tax was levied for the first time in our history. This is a direct tax, for the payer cannot shift it to some one else. Page 36.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
An income tax had been levied during the Civil War but later the Supreme Court decided that income taxes were unconstitutional. The common people and their spokesmen demanded the passage of an income tax law; the 16th Amendment permitting Congress to pass such a law was ratified in 1913. Page 60.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
Businesses as well as individuals pay large sums of money each year in taxes. Page 109.

Economics in Business Curriculum, Joint Council on Economic Education.
Businesses as well as individuals pay large sums of money each year in taxes. The income tax is the major producer of tax revenues for the Federal government. Page 69.

Economics:

Economic Stabilization Policies, Lewis, J.C.E.E.
Reducing taxes will stimulate a sagging economy; increasing them will retard an expanding economy--all things being equal. Page 12.

The Economics of Crime, Metz, J.C.E.E.
The citizens bear the cost of crime indirectly. Taxes may rise because more police are needed, because of damage done to public property, and so on. Page 9.

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
One plan proposed to eliminate continued pollution is to subsidize alternative higher-cost methods of pollution-free production and consumption. This would take the form of investment tax credits. Page 15.

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GOVERNMENT AND THE ECONOMY: TAXATION

Economics:

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
One of the continuing functions of government is to alter the market income distribution to the one desired by society. Taxes, transfer payments and direct expenditures, such as those on education, are all tools used in the effort. Page 2.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The tax flow is in effect, the public's payment to the government for the goods, services, and programs provided by the government, such as national defense, schools, roads, social security, and so forth. Page 74.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Taxes, levied by the government, redistribute the income and thus affect people's incentives. Taxes should be levied on the basis of ability-to-pay. Persons of equal economic status should pay essentially the same amount of taxes. Persons should be taxed for benefits received. The characteristics of fairness, economy in collection, stabilization of the economy, promotion of growth and simplicity are the ultimate objectives of the tax system. Page 99.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Government tax policies can have a powerful influence upon investment and business incentive. Income distribution is considerably affected by government spending and taxing policies. Page 29.

Taxation in the United States, Morton, J.C.E.E.
The complexity of the tax structure, and of tax policies, is partly attributable to the tremendous growth in the volume of goods and services that modern governments are expected to supply.

The ways in which the government collects money, and the timing of its tax decisions have a substantial impact on the total economy--on the level of activity and on the stability of its performance. Page 1.

Unemployment and Inflation, Stein, J.C.E.E.
Taxes take a larger proportion of high incomes than of low incomes, so tax receipts rise more rapidly than total national income when spending increases. Page 31.

GOVERNMENT AND THE ECONOMY: TAXATION

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Through its income from taxes, the government provides certain goods and services for all citizens. Page 83.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
When taxes are lowered, each consuming unit has more money to use for expenditures. Page 3.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

American Democracy:

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
In one sense, economic growth is the measure of production. Since GNP is a measure of production, it is a measure of economic growth. Page 126.

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
Technological developments help to produce a higher standard of living. Page 92.

Economic Education Curriculum Guide: K-12, Oklahoma.
Although free trade among nations tends to foster a more efficient allocation of resources and a higher standard of living, some domestic industries may have serious difficulty competing in world markets. Page 94.

Economic Education Curriculum Guide: K-12, Oklahoma.
Economic Growth is an economic condition which exists when a nation is steadily better able to satisfy its wants by increasing the level of per Capita GNP. The increase in per capita GNP is prompted by increased efficiency or increased resource utilization or both. Page 97.

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth occurs when productive output increases. The standard of living will rise through increases in output only if such increases exceed any growth in population. Growth generally occurs through improvements in technology, increased specialization, or increases in the stock of capital per worker. Page 6.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth may be stimulated by technological innovation. Page 13.

Economic Education for Washington Schools: 10-12, (DEEP).
Growth can be marred by instability. One aspect is inflation, and another is recession or depression characterized by unemployment. Page 16.

Economic Education for Washington Schools: 10-12, (DEEP).
Real economic growth is dependent upon increased demands on the part of individuals for goods and services as well as upon an increased capacity to produce. Page 24.

Economics in United States History: 1865-1970, Arkansas.
Economic growth is increasing the output of goods and services in a nation over the long run, to meet the growing demands of both the private and public sectors of the economy. If real growth is to be realized, the output of goods and services must increase at a faster rate than the population of the country so that per capita production results. Page 9.

Economics in United States History: 1865-1970, Arkansas.
Economic growth comes about by expansion of the capacity to produce, and the expanded and efficient use of productive resources. Page 10.

Economics in United States History: 1865-1970, Arkansas.
Economic growth is necessary in a society that experiences population growth, if private and public standards of living are to be raised and employment opportunities provided for an ever-increasing labor force. Page 18.

Economics in United States History: 1865-1970, Arkansas.
An economic rule of thumb holds the nation in a recession, if the real GNP (output) which is the measure of economic growth, declines for two successive quarters of the year. Page 19.

Economics in United States History: 1865-1970, Arkansas.
If a large increase in GNP is matched or passed by a like or larger increase in population, the expected rise in the standard of living per person may be wiped out. The only meaningful way of measuring the growth of the economy is on a per capita basis. Page 25.

Readings in Economics for 11th Grade Students of U.S. History: The Great Depression, Pittsburgh DEEP.
Economic growth depends not only on a nation's productive capacity, but on the existence of an effective demand capable of calling forth productive efforts. Page 17.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Through trade one can increase his standard of living by securing a greater variety of goods. Page 5.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
When a nation produces more goods and services each year, when business expands, and when job opportunities increase, it is growing economically. Gross National Product is the most commonly used measure of our economic performance. Page 23.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
There is not a universally accepted definition of an emerging nation or an underdeveloped area, but most which have been so classified are clearly suffering from a low level of living. Page 84.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
On balance, the American economy provides a higher standard of living than the economy of the USSR. Page 89.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
Changes in the amounts of saving and investment have significant effects upon the level of national income, the level of employment, and the rate of economic growth in our society. Page 115.

Economics in the Business Curriculum, Joint Council on Economic Education.
Since the standard of living of a society depends in large part on the total goods and services available, the performance of individuals in their place of work is of great importance. Page 8.

Economics in the Business Curriculum, Joint Council on Economic Education.
The Gross National Product is the market value of all final goods and services produced in any one year by the entire American economy. Page 71.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Purchasers of GNP can be grouped into four categories: individual consumers, business expenditures, government expenditures, and foreign expenditures. Page 6.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The stability and growth of the nation's economy are related to the percentage of the nation's income that is saved and used to purchase additional producer goods. Page 24.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The consumer, privately and through government, is involved in influencing the level of output; and will, in turn, have his income status affected by it. Page 45.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
It is essential for the stability and growth of the economy that the saving be matched with investment and spending with the flow of consumer goods. To illustrate; if the rate of saving by consumers in a particular year was higher than businessmen anticipated they would be, that would mean the rate of spending on consumption by families would be less. Then there could be a buildup of unsold consumer goods and services, having both immediate and prolonged effects on the economy. Page 54.

Economics:

Economic Stabilization Policies, Lewis, J.C.E.E.
The value of all goods and services produced in a year in the economy is called the Gross National Product.

The potential output of the American economy grows more or less steadily over time. Two influences contribute to this trend: the size of the labor force expands as a result of population growth; and over a period of time the average worker becomes more productive because of improvements in his education and skills, and because technological advance and business investment provide more and better equipment to support him. Page 5.

Economic Stabilization Policies, Lewis, J.C.E.E.
The basic fiscal and monetary policy responsibility is to maintain full employment without inflation. This means assuring a steady growth of demand in line with potential output. Page 15.

Economic Stabilization Policies, Lewis, J.C.E.E.
Gross National Product is the dollar value of all final goods and services produced in a given time period. Page 20.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Economics:

The Economics of Pollution, Wolozin, J.C.E.E.
A study of our GNP, at the trillion dollar mark, would demonstrate the ability of man to alter his environment to satisfy human wants. The use of the GNP would also show how technology has helped to solve the economic problems of scarcity and growth. Page 5.

The Economics of Pollution, Wolozin, J.C.E.E.
Economic growth has provided us with the world's highest standard of living in terms of average income per person. It has also, unfortunately, vastly increased the per capita pollution, for both production and consumption create residuals of waste. Page 14.

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
There is a connection between economic growth and the distribution of income and between work incentives and specific redistribution plans. Society may choose an income distribution that maximizes work incentives, or one that provides the ideal distribution of purchasing power, or one that does not fully meet either goal. Page 2.

Fluctuations in the American Economy, Villard, J.C.E.E.
The period from the end of the Civil War to the turn of the century was one of rapid economic growth for the American Economy. As a result, there was approximately a fourfold increase in the production of goods and services. Page 9.

The Growth of the American Economy, Villard, J.C.E.E.
Not all increases in real income lead to improvements in the way in which people live. If an increase in real income were the result solely of more workers, each of whom produced the same amount of goods and services, then despite the increase in total production, the average worker would not be better off, as he would have no more goods and services than before. Page 3.

Income, Employment, and Prices, Wagner and Gery.
Over the past 60 years, the American economy has experienced phenominal growth. In 1970 the nation's output of goods and services was more than six times as great as in 1910. Since population increased just over two times, real per capita income about tripled. The course of this economic progress, however, has been uneven. The excellent long-run performance has been marred periodically by inflation and unemployment of varying degrees. Page 2.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Economics:

Income, Employment, and Prices, Wagner and Gery.
The sources of economic growth are an increase in the quality of capital investment, the size of the labor force, and increases in productivity. Rises in productivity result from improvements in the quality and efficiency of use of capital and human resources. These factors combine to determine the potential GNP. In order for the potential benefits to be realized, however, it is necessary that the planned spending by consumers, buyers of capital equipment, and government be equal to the potential output. Page 19.

Measuring the Performance of the Economy, Wagner.
Gross National Product, may be defined as the market value of all the goods and services produced in any one year by the American Economy. Page 10.

Measuring the Performance of the Economy, Wagner.
A growing economy does tend to make it easier for those less fortunate to improve their standard of living by the creation of new and better jobs. Page 14.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Most of the less-developed countries are trying to break out of the kinds of economic bonds and limitation characteristics of the primitive non-literate societies. Page 49.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The GNP for any year is simply the total dollar value, at current prices, of all the goods and services produced in the United States. Page 107.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The politically uncommitted and underdeveloped nations of the world, who are seeking to advance their economic systems rapidly, are watching the growth performance of both the United States and Russia. Within the limits of their individual economics systems, the underdeveloped nations will tend to emulate the basic pattern of whichever system proves its economic superiority. Page 155.

GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Economic progress depends upon growth in total output which is faster than population increases. The output of the economy is measured by gross national product, and a related measure of national income shows the income available to the nation for consumption or investment each year.

Economic growth over the past century has been very slow in the underdeveloped nations. In these nations very low incomes make saving to finance investment difficult; and stable governments and the economic institutions which encourage investment are often missing. The generally low level of education in such countries also seriously retards the rate and extent of economic growth. Page 16.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Saving and investment in capital goods are essential to rapid economic growth. Such saving is relatively easy for wealthy countries like the United States, but it is very difficult for poor, underdeveloped nations in which the people need all their incomes for food, clothing, and shelter. Page 19.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In perspective, capitalistic economies have been much more successful than any other type in raising standards of living. Page 34.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In a capitalistic economy, the level of investment and the rate of economic growth are determined by millions of individual saving and investment decisions and choices on where and how hard to work. These decisions are supplemented, and to some extent controlled, by government monetary and fiscal policy to stimulate or retard investment and aggregate spending in booms and depressions, by government spending on research, education, and the like. Page 35.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The American Economy has been far more successful than that of the communist nations in providing a high standard of living for its people; and what is all important, in doing so, it has been consistent with individual freedom.

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GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Economics:

Since World War II, the economy of the Soviet Union has grown more rapidly than ours (in total and per capita G.N.P.). Page 36.

The World Economy, Calderwood, J.C.E.E.
Economic growth simply means producing more so that our growing population can enjoy rising living standards. Page 8.

The World Economy, Calderwood, J.C.E.E.
In 1791, Alexander Hamilton advocated a tariff to protect the infant industries of the United States until they could stand on their own feet. This would accelerate the industrial growth of the young country. Page 22.

The World Economy, Calderwood, J.C.E.E.
The desire for economic growth is a universal one. We are concerned with efforts to increase the physical capacity to produce goods. This physical capacity depends on the availability and quality of natural resources, labor skills, capital equipment, and managerial abilities, and on the efficiency with which these inputs of production are used--that is, on productivity. Page 37.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Planning is necessary for more efficient development of any country. Economic development is necessary for improving the standard of living of its citizens. Page 82.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Each family and the number of children it produces contributes to the impact on the total economy. The Economic growth of a society occurs when the output of goods and services increases at a faster rate than the population. Page 19.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The consumer, privately and through government, is involved in influencing the level of output, and will in turn have his income status affected by it. Page 47.

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GROSS NATIONAL PRODUCT (GNP): STANDARD OF LIVING

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
Although the individual consumer is likely to be more concerned about the size, steadiness, and growth of his own income, his fortunes are usually closely related to the size, steadiness and growth of the nation's output or GNP. Page 46.

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The activities and decisions of consumers, workers, and citizens affect the level of GNP; and the level of the GNP, in turn, affects the income and choices of consumers, workers, and citizens. Page 55.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth is usually measured by an increase in output per capita. Technological advances enabled man to become more efficient and hence increase his output. Page 5.

Economic Education for Washington Schools: 10-12, (DEEP).
Technological change is an important element in economic growth and has a profound impact on social organizations and attitudes. When technological change takes place slowly, growth is apt to be slow also and social organization and attitudes change only gradually. Page 13.

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth requires investment. Investment in turn requires saving and the development of institutions that will direct savings into productive enterprise. Page 19.

Economic Education for Washington Schools: 10-12, (DEEP).
A limited market can act as a barrier to further specialization and to economic growth. Page 24.

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth is characterized by capital accumulation, greater production and varieties of goods and services and by rising living standards. Page 35.

00089

INCOME: GENERAL

American History·

Teaching Economics in the American History, Dawson and Prehn, J.C.E.E.
Real income refers to the amount of goods and services that one can buy with one's money income. Page 32.

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
An individual's real income is the amount of goods and services that can be bought with the money he receives. This means that the purchasing power of money is affected by the general price level.

Individuals and families receive income from the following three sources: payment for work, payment for use of property or money, and from transfer payments. Page 9.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
All individuals and families do not receive the same amount of income. The amount of an individual's or family's income may be affected by such variables as occupation, the amount of worker time during the year, education, location of residence, union membership, race, age, sex, amount of savings or property owned, etc. Page 10.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
An individual may increase his income earning ability by improving his knowledge or skill and by making a wise choice in selecting his occupation. Page 11.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The average amount of income earned by individuals or families varies greatly among the different nations of the world. The total amount of a nation's income may be determined by such variables as the kinds and amounts of productive resources available, and how these available productive resources are used. Page 12.

Economics:

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
The basic economic incentive for people to supply productive resources and to produce is income and the attributes of income, e.g., status. Page 67.

INCOME: GENERAL

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The level of income is influenced by the workers age, sex, color, industrial group to which he belongs, geographical area in which he lives and works, education and training, occupation, the total level of employment, demand for labor in the community and societal conditions. The level of income affects a family's spending behavior. Page 3.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
An individual's or family's income limits their food choices. The level of income and steadiness of employment are affected by an individual's age, race, the industry in which he works, and where he lives. Page 12.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The income a person receives is an important determinant of his level of living. A worker's earnings are generally related to the productivity of his labor and also the money value of the goods or services which he helps produce for sale in the market. Page 68.

INCOME: INTEREST

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Interest is the share of income going to those who provide funds for capital investment. Page 47.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
The real cost of borrowing money is the future purchasing power one must give up plus the additional cost of paying for borrowed funds. Page 110.

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
Fluctuations in the interest rate and the availability of bank credit affect both the spending and saving decisions of society. Page 103.

00091

INCOME: PROFIT

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Profit and loss are guides and incentives to production in our market economy. Page 65.

The Profit System, Kaplan and Prehen, J.C.E.E.
In a free market economy, the profit motive is the driving force that moves and directs how resources will be allocated. Page 1.

The Profit System, Kaplan and Prehen, J.C.E.E.
Profits are one measure of how well the corporation is fulfilling its purpose: that is, to provide society with the goods and services it needs and/or desires, and to supply a place for investors to make their earnings work for them. Page 29.

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Economic profit is the amount of a firm's revenue that remains after all factors of production have been fully compensated. Page 6.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Profits are the payment which accrue to the risk-taking entrepreneur. Page 46.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
Profit is a reward for initiative and risk bearing. It is the motivator of our economic system. Page 109.

Economics in the Business Curriculum, Joint Council on Economic Education.
Because the modified market economy is dependent on the profit motive to stimulate producers to create new products and services, our legal system is designed to encourage individuals to take the risks involved in producing goods and services for the public with the chance of earning a profit for their initiative. Page 62.

Economics:

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
The profit motive is the driving force behind business decisions. Page 10.

INCOME: PROFIT

Economics:

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
All resources are employed in production thrcugh the services of the entrepreneur. The entrepreneur factor is strategic in our economic system, since it is the factor whose services organize the other factors in the production process. Page 63.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
As Entrepreneurs, individuals decide what goods to produce, how to produce them, and what capital goods to produce in contrast to goods and services for current production. Page 67.

INCOME: RENT

American History·

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Rent is the share of income that is paid to those providing land. Page 46.

INCOME: WAGE

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
Salaries and wages are the prices of labor. Page 32.

Economics in United States History: 1865-1970, Arkansas.
A wage rate, sometimes called salary or commission, is the price paid by business for human effort necessary to the production of goods and services. Every wage represents a cost to the employer and an income to the worker.

Wage earners are usually paid according to the demand for their particular skill and the quality of their work. Page 105.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
One of the ninteenth century wage theories is the "iron law of wages" which generalizes that wages tend to settle at a point just barely high enough to maintain the working classes at a bare subsistence level of living. Page 45.

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INCOME: WAGE

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Wages are determined in terms of dollars. Real income or real wages are determined in terms of what the dollar will buy now. This, of course, is an indication of consumer price index and prices. Page 29.

INVESTMENT: SAVINGS

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
Political and social stability reduces uncertainty. Reduction of uncertainty in a market economy enables entrepreneurs to form clearer perceptions of profit expectations and hence tends to encourage investment and economic growth. Investment is further encouraged through the presence of an efficient capital market. An efficient capital market facilities saving and the transferring or loaning of such savings for investment. Page 12.

Economics in United States History: 1865-1970, Arkansas.
Investment contributes to increased production, higher incomes, increased markets, all of which expand economic growth which leads to a higher standard of living. Page 164.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
To have economic growth, and to provide more goods and services for more people, we must sacrifice a certain amount of consumer goods so that some of our productive efforts can be channeled into the creation and improvement of the factories and equipment necessary to increase the production of consumer goods. Thus we need capital investment. Page 40.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
To have capital there must be savings. That is, people must be willing and able to defer consumption so that capital investment can occur. Page 84.

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
Personal savings result when an individual earns more income than he spends for all goods, services, and taxes. A person's inclination to save or spend is influenced by his level of income, family responsibilities, per onal tastes and preferences, expectation of future needs and income, and the general economic condition of the nation. Page 113.

INVESTMENT: SAVINGS

Business Education

Economic Education Curriculum Guide: K-12, Oklahoma.
From the viewpoint of the economy as a whole, investment means spending money to produce new capital goods. The savings of individuals and business organization make capital investment possible. Page 114.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Businesses may use some of their income to buy producer goods (capital goods). Business expenditures for capital goods are called investments. Page 5.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Personal saving is the difference between a person's income and his consumer spending. Page 22.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The amount of money that an individual or family saves may be influenced by such variables as size of income, previous accumulation of assets, age, steadiness of employment, nature of employment, expectations of needs and future income, and responsibility.

The stability and growth of the nation's economy are related to the percentage of the nation's income that is saved and used to purchase additional producer goods (invested). Page 24.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Personal investment may take various forms such as saving accounts, home or other real estate, stocks and bonds, cash value of life insurance, and increased equity in automobiles or other durables. Page 26.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Personal saving is defined as that part of income left over after consumer spending. Saving is simply the difference between a person's income and his spending.

The largest part of the nation's saving is come by business firms in the form of retained profits and depreciation allowances.

Personal savings are influenced by fixed commitments to save, such as participation in the social security system, pension funds and certain forms of insurance and commitments to repay debt. Page 63.

INVESTMENT: SAVINGS

Economics:

The Economics of Productivity, Greenberg, J.C.E.E.
The level and rate of capital investment are important determinants of productivity. Capital-intensive industries tend to have higher output per man-hour than labor intensive industries. Page 4.

Fluctuations in the American Economy, Villard, J.C.E.E.
Income recipients may save part of their income. Normally their decision to save is balanced by the decision of businessmen to invest in additional capital equipment or capital goods, so that in effect, income recipients have used part of their income to buy investment or capital goods rather than consumption. Page 17.

Fluctuations in the American Economy, Villard, J.C.E.E.
Investment expenditures may vary over a wide range with relatively small effects on the current ability of businessmen to produce goods and services: but instability of investment appears to be of major importance in explaining economic fluctuations. Page 18.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Saving is not using economic resources for current consumption. Investing is using economic resources saved to produce economic goods that are useful in production, such as tools, machinery, and buildings. Page 30.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Savings is money received as income that is not re-spent on current consumption by the saver. Savings is money removed temporarily from the circular flow of income, and potentially represents a decline in total spending and total demand. Page 80.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Savings and investment in capital goods are essential to rapid economic growth. Such saving is relatively easy for wealthy countries like the United States, but it is very difficult for poor, underdeveloped nations in which the people need all their income for food, clothing, and shelter. Page 19.

INVESTMENT. SAVINGS

Economics:

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Business investment spending on plant and equipment and inventories rises most rapidly in recovery and booms as businessmen try to take advantage of rising profit opportunities and falls most rapidly in recession and depression when aggregate demand falls and profit opportunities shrink. Page 25.

The World Economy, Calderwood, J.C.E.E.
The U.S., or any lending country for that matter, derives two kinds of benefit from overseas investment. First, the production of needed imports is made possible. The second gain from international investment is the stimulus it provides to exports. Page 41.

The World Economy, Calderwood, J.C.E.E.
Americans have invested more capital overseas than any other nation. Yet, two-thirds of all direct investment goes to the relatively few countries which already have fairly high living standards. The less developed countries, which have the greatest poverty and thus the greatest need for capital, have in general been receiving inadequate amounts. Page 44.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Home ownership is an investment and form of savings which is affected by economic fluctuations. Page 8.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Preparing for an occupation is an investment. The economic productivity of the individual is enhanced by education and training. Investment in education and training is reflected in the aggregate economy in the form of increased productivity. Page 21.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Personal saving is defined as that part of income left over after consumer spending. Saving is simply the difference between a person's income and spending.

The largest part of the nation's savings is done by business firms in the form of retained profits and depreciation allowances.

The amount that a person saves is influenced by the total amount of his income, his reserves and his inclination to save. Page 69.

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INVESTMENT: SAVINGS

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
Real investment means spending money to purchase capital goods that can be used in further production, such as buildings, equipment, and additions to inventories. Page 8.

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
It is essential for the stability and growth of the economy that the saving be matched with investment and spending with the flow of consumer goods. The rate of saving by consumers in a particular year was higher than businessmen anticipated they would be, that would mean the rate of spending on consumption by families would be less. Then there could be a buildup of unsold consumer goods and services, having immediate and prolonged effects on the economy. Page 56.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Increased capital formation, through saving and investing, becomes possible as production increases. Increased capital formation in turn makes possible a higher level of production. Page 2.

Economic Education for Washington Schools: 10-12, (DEEP).
Capital formation takes place as a result of saving and investing. These become increasingly possible as production rises but it is the savings and investing themselves that enable the increases in production to occur. Page 11.

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth requires investment. Investment in turn requires saving and the development of institutions that will direct savings into productive enterprises. Page 19.

Economic Education for Washington Schools: 10-12, (DEEP).
Economic growth requires investment. In the Soviet Union, the funds for investment have been made available by keeping the quantity of consumer goods and personal income low. In other worlds, the savings on the part of the workers have been forced. Page 64.

Economic Education for Washington Schools: 10-12, (DEEP).
Investment is needed for economic growth. Savings are needed for investment. In an underdeveloped economy, most people have no savings and as a result there is little investment. With little investment, there is little or no growth. With little or no growth, incomes cannot rise. This phenomenon is part of the "vicious circle poverty." Page 72.

MARKETS: ECONOMIC SYSTEMS

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
A market, in an economic sense, is not a place, location, or building--although places, locations, and buildings are almost certain to be involved. A market is a situation which includes people who offer goods or services for sale, and people who are willing to buy these things. All goods and services that are bought and sold change hands at prices that are determined by demand and supply in market situations. Page 10.

The Profit System, Kaplan and Prehen, J.C.E.E.
A market is characterized by pure competition when there are a great many sellers of a product and the product of every seller is identical. Each seller is such a small part of the total picture that he has no influence on the market price. Page 14.

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
Market size may be expanded by growth in population, growth in income, and by low cost of transportation. The greater the degree of specialization in any economy, the more that economy is able to exploit its comparative advantage. Page 5.

Economic Education for Washington Schools: 10-12, (DEEP).
The size of the market is the basic determinant of the degree of specialization that is possible. The size of the market may be increased by more adequate and lower cost transportation. Page 20.

Economic Education for Washington Schools: 10-12, (DEEP).
In a competitive market, the price of a product is determined by the interaction of the forces of supply and demand. Page 29.

Economic Education for Washington Schools: 10-12, (DEEP).
Farmer's operate in a purely competitive market--no single producer's output is large enough to be able to substantially affect the total supply. Page 39.

Economics in United States History: 1865-1970, Arkansas.
The market is the basic institution of the American economic system. It is the place where people register their individual decisions. In business, the market is described as the theater for the competitive spirit. Page 111.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Prices are determined in the market by the forces of supply and demand. Page 7.

MARKETS: ECONOMIC SYSTEMS

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The meeting of supply and demand constitutes a market, and the relation of markets to each other makes up the market system. Page 41.

Economics:

The Economics of Pollution, Wolozin, J.C.E.E.
In providing the vehicle by which, through its dollar votes, the nation as a whole allocates most of its resources and income, the market makes little or no provision for levying "external costs." Therefore, government must control pollution or some method to incorporate the costs of pollution must be instituted in the market structure. Page 14.

The Economics of Poverty and Racial Discrimination, Thurow, J.C.E.E.
Market economies can efficiently produce and distribute goods and services, but their efficiency reflects the prevalent distribution of income. Thus, if income is concentrated in the hands of a few wealthy people, the market will produce the goods and services demanded by this group while ignoring the needs and desires of the poor who are unable to pay. Page 1.

Fluctuations in the American Economy, Villard, J.C.E.E.
When a price ceiling is imposed by law, the market is not cleared as people wish to buy more than sellers wish to sell. Page 27.

The Growth of the American Economy, Villard, J.C.E.E.
Market limitations frequently cause production to be on a scale that is less than what is technically optimum. Page 13.

A Resource Document for a High School Course in The United States Economy, Villard, J.C.E.E.
Historically, the market was typically an actual place where buyers and sellers met to accomplish transactions; goods and services changed hands through purchase and sale. Demand and supply came together, and prices were established as a result of transactions.

In our contemporary economic systems, the market is thought of as an organized environment or communications network where buyers and sellers meet regularly, transactions are made, and goods and services flow as a result, and the price of the goods or service is established as a result of the transactions. Page 69.

MARKETS: ECONOMIC SYSTEMS

Economics:

A Resource Document for a High School Course in The United States Economy, Villard, J.C.E.E.
Markets with effective competition on the buying or selling sides include those with many buyers or sellers, virtually no barriers to entry, and product differentiation is absent or very weak. Page 95.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
The price and quantity produced will be determined by the interaction of the supply and demand for the product in the market. Page 11.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In the private sector, resources are allocated by the market where one dollar has one vote. Page 31.

The World Economy, Calderwood, J.C.E.E.
In international trade, goods are bought and sold in markets just as they are within a country. The only difference is that the buyers and sellers are all over the world instead of in the same country. Page 11.

The World Economy, Calderwood, J.C.E.E.
The foreign exchange market resembles such controlled markets as that for electricity or air transportation much more than it does a free market like the stock exchange. Most foreign exchange rates today remain reasonably stable over a long period of time because of government action of one kind or another. Page 53.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
Although economic decision-making is generally made through the market mechanism by producers who seek profit and consumers who seek self-satisfaction, government provides a means for public opinion to be instituted. Page 80.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The market is the institutional arrangement through which the production of goods and services is mainly determined by supply and demand. Page 11.

MARKETS: ECONOMIC SYSTEMS

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The meeting of supply and demand constitutes a market, and the relation of markets to each other makes up the market system. Page 43.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The meeting of supply and demand constitutes a market and the relation of markets to each other makes up the market system. The market system, then, is the institutional arrangement through which the production of an enormous variety of goods and services is mainly determined. Page 43.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
The ability to specialize and thus increase production is related to the size of the market. The size of the market in turn is related to the existence of transportation and communication facilities and the level of income of the people. Page 24.

Economic Education for Washington Schools: 10-12, (DEEP).
Elimination of trade barriers makes possible expansion in the size of the market. A larger market makes possible greater specialization which increases productivity. Page 32.

Economic Education for Washington Schools: 10-12, (DEEP).
The basic essence of a market economy is that there be a free market where buyers and sellers can meet, agree on prices, and exchange money, goods, and services. Page 51.

MONEY

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Providing money in the form of legal tender currency and coins is universally a function of government or of banks under government control. Page 20.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Money has no value in itself. What makes things useful as money is the fact that other men are willing to accept them in payment of debts. Page 143.

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MONEY

American Democracy:

Unemployment and Inflation, Stein, J.C.E.E.
Total spending is determined by the amount of money there is and by the ratio that people on the average try to maintain between their income and their holdings of money. Page 33.

Unemployment and Inflation, Stein, J.C.E.E.
The supply of money is a major factor influencing total spending. The government controls the supply of money and can use this control to influence total spending. Page 36.

The World Economy, Calderwood, J.C.E.E.
The mechansim which links together the monetary systems of different nations is called the foreign exchange market. The foreign exchange market is where foreign money is bought and sold. Page 52.

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
Special problems in world trade arise from the fact that each country has its own money. Consequently, each nation must export to earn foreign currency needed to pay for its imports. Foreign exchange markets and various international financial institutions facilitate world trade. Page 90.

Economics Education for Washington Schools: 10-12, (DEEP).
Exchange is facilitated by stable and uniform monetary systems. A good monetary system serves as a medium of exchange, a standard of value, and a store of value. Page 5.

Economic Education for Washington Schools: 10-12, (DEEP).
Money serves as a medium of exchange, as a measure of value, and as a store of value. A major portion of our money supply is created by commercial banks lending to individuals and creating demand deposits. Page 44.

Readings in Economics for 11th Grade Students of U.S. History: The Great Depression, Pittsburgh DEEP.
Monetary policy refers to the federal government's policy with respect to the supply of money created through bank credit. Page 18.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Money is a medium of exchange, a standard of value, a basis for credit, and a means whereby we may defer consumption. The criteria of good money is acceptability, storability, transferability, etc. Page 20.

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MONEY

Business Education:

Economic Education Curriculum Guide: K-12, Oklahoma.
Today money consists of coins, paper money called currency, and demand deposits in banks called "checkbook money." Page 110.

Economics in the Business Curriculum, Joint Council on Economic Education.
Changes in the amount of money in circulation (including bank deposits) are related to the level of prices. The most important kind of money in the United States is bank deposits--i.e., demand deposits on which people write checks. Page 48.

Economics in the Business Curriculum, Joint Council on Economic Education.
The volume of money in circulation and the level of spending in our economy greatly affect the total performance of the economy. Page 67.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Money is a social invention used to facilitate the flow of goods and services and to direct resource allocation. Page 5.

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
Controlling the money supply in order to offset the fluctuations of the economy is a function of the Federal Reserve System. Decreasing the money supply tends to curb inflation; increasing the supply tends to stimulate economic activity. Page 101.

Fluctuations in the American Economy, Villard, J.C.E.E.
Money is anything which is generally accepted in exchange for something else. Page 2.

Fluctuations in the American Economy, Villard, J.C.E.E.
The power to determine what shall be money, and so decide on the quantity of money is an attribute of sovereignty. Page 4.

Fluctuations in the American Economy, Villard, J.C.E.E.
Monetary expansion and contractions can be responsible for fluctuation in the production of goods and services, and therefore in the amount that people can buy and consume. Hence, if fluctuations in living levels are to be eliminated, an economy must find ways of achieving reasonable stability in its money supply. Page 7.

The Growth of the American Economy, Villard, J.C.E.E.
Money is anything which is generally accepted in exchange, and is therefore a medium of exchange. Page 6.

MONEY

Economics:

Income, Employment, and Prices, Wagner and Gery.
Fiat money is unbacked paper currency which the government declares to be legal tender. Page 18.

Income, Employment, and Prices, Wagner and Gery.
Fiat money is debt: i.e., it is a paper asset, unbacked by anything but the promise to pay of the issuing agency. Page 20.

Income, Employment, and Prices, Wagner and Gery.
The Federal Reserve System seeks to encourage or discourage spending by changing the supply of money or the cost of borrowing. Page 28.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
In a money system of exchange, each worker is paid in money which has value but is completely unspecialized in its attributes. The money system converts payment from a specialized commodity that is difficult to barter to a completely unspecialized "token of value," that can be exchanged with a minimum of effort. Page 64.

Geography:

Unemployment and Inflation, Stein, J.C.E.E.
Special problems sometimes arise from the fact that each nation has its own currency, banking and monetary systems. Page 77.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Trade is facilitated when a medium of exchange exists. Thus the existence of some type of money becomes necessary. Page 10.

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
At the end of World War II, many nations agreed that all would profit if trade restrictions were reduced, but some device was needed to help keep rates of exchange stable. Some 40 nations joined in establishing the International Monetary Fund. Page 26.

OPPORTUNITY COST; ALTERNATIVE COST; REAL COST; COST-BENEFIT ANALYSIS

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Opportunity cost is the benefit we lose because we choose one use rather than some other use for our resources. Page 37.

American History:

Economics in United States History: 1865-1970, Arkansas.
Opportunity cost is to be considered in every economic decision we make. Simply stated, it means when a choice is made between the use of resources to satisfy two different wants, the one that is not satisfied becomes the opportunity cost of the other. Page 9.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The governments that are sending men to the moon or exploring space today are using resources that could be employed in the production of something else--that is, the real cost of space exploration is the goods and services being sacrificed. It is hoped, of course, that there will be a pay-off in the near future. Already we are reaping many benefits of the space program. The rulers of old who sent explorers to the New World likewise expected a return on their investment. In short, there were many economic motivations behind the voyages of discovery. Page 5.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
When a nation is fully and efficiently utilizing its productive resources, it can produce more of product "X" only by sacrificing product "Y". One of the real costs of producing more cars, for instance, is that we sacrifice the opportunity to have more houses or some other goods that can be manufactured with the natural resources, labor, and capital that had to be diverted to automobile production. Page 15.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
A worker's opportunity cost might set the minimum point for the wage rate, and the actual wage will be determined by the relative bargaining.

A worker's opportunity cost might set the minimum point for
(all other things being equal) he will not work for Firm X if he can get a higher wage at firm Y. Page 46.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The real cost of the government goods is the civilian goods that we sacrifice when we make the shift. Page 63.

OPPORTUNITY COST: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

American History:

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
It is probable that the long-run net effect of pollution-controls will provide more goods for the economy, but it is also important to realize that there will be short-run costs and dislocations that will impose higher costs on some than on others. Cost benefit analysis is needed in each case. For instance, one oil company got back only ten cents for every dollar expended on attempts to recover sulphur and sulphuric acid, but a paper mill recovered $500 worth of reusable chemicals per day because of a purification facility that cost only $100 a day to operate. Page 94.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
The opportunity cost of crime is the $8.5 billion that cannot be spent on housing, schools, hospitals, recreation centers, training programs for the poor, etc. Page 95.

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The cost of using a resource in a certain way is the alternative that must be foregone. Page 7.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Opportunity cost is defined as the things we must do without when we decide upon some particular allocation of productive resources. The concept of opportunity cost enables the consumer to judge what his decision really means. Page 43.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
In making a choice, the concept of opportunity cost enables the consumer in his budgeting to weigh the real cost of spending for one good or service against another. Page 49.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The concept of opportunity cost is useful in a number of situations of consumer borrowing. The borrower may weigh the satisfaction of having a want satisfied now and paying for the borrowed money, against waiting for future satisfaction.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The concept of opportunity cost enables the consumer to know the real cost of his decision. Page 59.

OPPORTUNITY COST: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
The idea of cost is always the same--namely, that if we select one alternative, we deny ourselves the opportunity of having the other ones which scarcity and/or incompatibility rule out. Page 65.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
A decision is made by comparing the expected cost and benefits of each alternative. The benefits are the satisfactions we receive from something. These may also be thought of as its advantages. The costs are the satisfactions we must give up or do without in order to get it, and these may also be thought of as its disadvantages. Page 65.

Economics:

Economic Education Curriculum Guide: K-12, Oklahoma.
The true cost of anything is the value of what must be foregone in order to obtain that which is desired. The economist identifies this as opportunity cost. Page 119.

The Economics of Crime, Metz, J.C.E.E.
One opportunity cost of crime to society is the value of goods and services that law enforcement officers could be creating in other occupations. Page 5.

The Economics of Crime, Metz, J.C.E.E.
Using cost-benefit analysis, the economical allocation of resources to one or another area of crime prevention and control would be planned in the following manner: if an increase of $1.00 spent on prevention will reduce losses from Crime A by $1.20 or, alternatively $1.60 from Crime B, the dollar should be spent on Crime B prevention. Ideally, expenditures would be so directed among crimes that every dollar spent on crime prevention would result in the savings of a dollar from losses caused by crime. Of course, this would be difficult to achieve in practice. Page 6.

The Economics of Pollution, Wolozin, J.C.E.E.
Progress--our technology and vast output of goods and services--produces, in increasing quantities, the waste and pollution which threaten us. Our dilemma is whether economic growth--that is, a steady increase in the output of goods per capita--can be maintained, at the pace of the past half century, without irreversibly polluting the resources upon which economic development and growth depend. Page 1.

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OPPORTUNITY COST: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

Economics:

The Economics of Pollution, Wolozin, J.C.E.E.
One of the toughest problems in measuring the impact of pollution is to measure its costs in dollars and cents. These costs include both the damage inflicted by waste products and the costs of preventing or lessening pollution. Page 7.

The Economics of Pollution, Wolozin, J.C.E.E.
There is an impressive list of social costs of production and consumption which were included neither in the accounting books of manufacturers of cars nor in your expenses of running it. Yet, they are costs to somebody the "external costs" or "neighborhood costs" of a disservice, a discomfort or damage, in technical terms, a disutility. Page 8.

The Profit System, Kaplan and Prehen, J.C.E.E.
Although opportunity cost is hard to determine with accuracy, it is nevertheless a cost of production. Page 19.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
There is always an economic cost involved in the use of resources to satisfy a given set of human wants; this cost equals the value of the best other alternative use. Page 4.

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
In the process of making choices between desirable alternatives, we incur opportunity costs, that is, the cost of anything can be measured in terms of the alternative opportunities foregone. Page 3.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
A borrower weighs the satisfaction of having a home of his own now and paying for the borrowed money, against waiting for future satisfaction. Page 9.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Planning for children requires the opportunity cost of the wife supplementing the family income versus the loss of fulfillment of her role in the home being considered. Page 19.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
Opportunity cost is defined as the things we must do without when we decide upon some particular allocation of productive resources. The concept of opportunity cost enables the consumer to judge what his decision really means. Page 45.

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OPPORTUNITY COST: ALTERNATIVE COST· REAL COST: COST-BENEFIT ANALYSIS

Home Economics:

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
The concept of opportunity cost is useful in analysis of a number of situations of consumer borrowing. The borrower may weigh the satisfaction of having a want satisfied now and paying for the borrowed money, against waiting for future satisfaction. Page 55.

Teaching Personal Economics in the Home Economics Curriculum, Joint Council on Economic Education.
A decision is made by comparing the expected costs and benefits of each alternative. The benefits are the satisfactions we receive from something. These may also be thought of as its advantages. The costs are the satisfactions we must give up or do without in order to get it, and these may also be thought of as its disadvantages. Page 71.

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The idea of cost is always the same; namely, that if we select one alternative we deny ourselves the opportunity of having the other ones which scarcity and/or incompatibility rule out.

A decision is made by comparing the expected costs and benefits of each alternative. The benefits are the satisfactions we receive from something. These may also be thought of as its advantages. The costs are the satisfactions we must give up or do without in order to get it, and these may also be thought of as its disadvantages. Page 9.

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
Opportunity cost is defined as the things we must do without when we decide upon some particular allocation of productive resources. The concept of opportunity cost enables the consumer to judge what his decision really means. Page 45.

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The concept of opportunity cost is useful in a number of situations of consumer borrowing. The borrower may weigh the satisfaction of having a want satisfied now, and paying for the borrowed money, against waiting for future satisfaction. Page 55.

OPPORTUNITY COST: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

Social Studies:

Teaching Personal Economics in the Social Studies Curriculum, Joint Council on Economic Education.
The concept of opportunity cost enables the consumer to know the real cost of his decision. Page 61.

POLLUTION

American History·

Economic Education Curriculum Guide: K-12, Oklahoma.
One problem of industrialized America is pollution and the related concern for restoring ecological balance to our environment. Solving this and other economic problems will be the challence for the next generation. Page 89.

Economics in United States History: 1865-1970, Arkansas.
Pollution which is basically an outgrowth of production is a newly recognized deterrent to good living. It is a problem which we do not yet know how to cope because it is caused primarily by the very thing we have wanted--an ever-increasing standard of living through economic growth.

The American people are not likely to favor a decrease in productivity. Consequently, we will have to accept the fact that anti-pollution measures are going to become the business of all of us, and that they are going to be costly. Business, labor, government, and consumers are going to have to share that cost. Page 48.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
To a great extent the costs of pollution have been social costs or external costs. That is, they are costs borne by the people as a whole rather than by the producer and consumer whose economic activities brought them about. Page 93.

Economics:

The Economics of Pollution, Wolozin, J.C.E.E.
Continued pollution of the earth, if unchecked, will eventually destroy the fitness of this planet as a place for human life. --Dr. Barry Commoner

Progress--our technology and vast output of goods and services--produces, in increasing quantities, the waste and pollution which threaten us. Our dilema is whether economic growth--that is, a steady increase in the output of goods per capita--can be maintained, at the pace of the past half century, without irreversibly polluting the resources upon which economic development and growth depend.

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POLLUTION

Economics·

We must understand that pollution is an external cost of production or consumption, arising from producing and consuming goods and services. This cost is not usually borne by the producer and consumer whose economic activity causes the pollution. Pollution is a social problem, and a problem in social decision-making; for it is a social cost and its solution is a social benefit. Page 1.

The Economics of Pollution, Wolozin, J.C.E.E.
Although it is often difficult to identify, let alone measure damage, it is necessary to do both in order to arrive at defensible criteria for permissible levels of the many kinds of pollution--water, air and solid waste. These criteria are often based upon very rough and incomplete estimates of the costs of pollution to people and their environment; but in some cases we have fairly accurate measures of economic costs, as in some forms of waste pollution. These more reliable estimates form a firm basis for setting criteria and standards for pollution control. Page 8.

The Economics of Productivity, Greenberg, J.C.E.E.
In the process of industrial growth and in satisfying our desire for increased wealth we have not given enough recognition to the limitations on environmental freedom imposed by a larger population consuming ever larger quantities of goods in increasingly congested urban centers. The historical neglect of the environment has been widely recognized and the need for protection, repair and replacement is now evident--although there is disagreement on the seriousness of these matters and the pace at which correction needs to take place. Page 9.

The Growth of the American Economy, Villard, J.C.E.E.
Our means of production are not sufficient to permit us to produce all the things we would like to have in ways which would minimize the impact on the environment. It is primarily because we have chosen to use our scarce productive capacity to produce more goods rather than to prevent pollution, that our environment is what it is.

We have a problem only because we prefer to use the resources that would be required to deconcentrate and spread the waste to produce instead other things that we value more highly. In short, most of what is typically meant by pollution could be eliminated if we were prepared to devote sufficient economic resources to the problem. Page 31.

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POLLUTION

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
The problems of overcrowding and inadequate public services are particularly acute in the larger metropolitan cities of the world where pollution, congestion, poverty, and physical obsolescence are all too common. Page 72.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
There is increasing concern about achieving quality in economic growth that will reduce the pollution of air, water, and countryside. Page 81.

Economic Education Curriculum Guide: K-12, Oklahoma.
Expanding economic growth has resulted in problems relating to the quality of life in America: i.e., water and air pollution and social ills. There has been increasing concern over alleviating these problems in the United States. City, county, and state boundaries present barriers to solving these problems because economic and political boundaries do not necessarily coincide. Page 85.

PRODUCERS: PRODUCTION: SUPPLY

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Each of us produces something; that is, creates some utility (something that satisfies a human want), for which others are willing to pay. We may furnish goods or machines, tools or labor.

Each of us, as a producer, is free to go into any line of production or any kind of service he may choose, provided only that his capabilities and the opportunities open are such that others will buy what he has to sell at a price which he is willing to accept. Page 9.

Readings in Economics for 12th Grade Students of American Democracy, Pittsburgh DEEP.
Supply refers to a schedule that lists the quantities suppliers would be willing to sell at various prices at a particular point in time. Page 39.

American History:

Economic Education for Washington Schools: 10-12, (DEEP).
The pattern of production is determined by the demand for a product and by the technological capacity of a society. If income is low, the population small, and the productive capacity of the society low, demand will be limited and so will production. Page 3.

PRODUCERS: PRODUCTION: SUPPLY

American History:

Economic Education for Washington Schools: 10-12, DEEP.
Productive capacity may be expanded through technological change, increases in the quantity of capital goods per worker and through improving the quality of the labor force. Page 15.

Economic Education for Washington Schools: 10-12, (DEEP).
In the final analysis, what the wage workers can earn will depend on their productivity.

Changing methods of production may lead to technological unemployment for some workers as the new technology calls for new skills. Page 40.

Economic Education for Washington Schools: 10-12, (DEEP).
Technological change aids economic growth by increasing productivity, creating new products, and creating new jobs. As change occurs, however, some industries and labor skills become obsolete. This process is known as technological displacement. Page 56.

Economics in United States History: 1865-1970, Arkansas.
A major part of history is a study of how society produces and distributes the goods and services it needs and wants.

As producers, we need tools, buildings and machines. These are called producer goods and services. They do not satisfy the consumer's immediate needs, but they are used to produce consumer goods. Page 1.

Economics in United States History: 1865-1970, Arkansas.
In the United States the number of farm workers is being reduced, but productivity is going up. Better farm machinery, new chemical fertilizers and pesticides enable more food to be produced with fewer workers. Page 9.

Economics in United States History: 1865-1970, Arkansas.
Productivity is the measure of the amount of goods and services each worker produces during a given period of time. It is usually determined by measuring changes in output per manhour. It depends upon the stage of technological advance, capital equipment, organization and management, working conditions, attitude of the workers, and many other things. Page 10.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Producing is combining economic resources to create economic goods or services. Page 30.

PRODUCERS: PRODUCTION: SUPPLY

American History:

A Resource Document for a High School Course in the United States Economy, Townshend-Zellner, J.C.E.E.
Resource owners (including labor) make the decision to commit the economy's resources to the producing sector, where they are used in the individual producing teams, or business firms. Page 58.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Incentive is an important factor in increasing productivity. Page 6

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
Hamilton understood the concept of productivity for he insisted that industry would be more efficient and productive if machines replaced hand production. Education is another important factor in increasing productivity. In fact, some economists believe that in recent years the education and training of our labor force have been more important in retaining the productivity of labor than technological developments per se. Page 19.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
While the productivity of the industrial worker often makes it possible to increase his pay without reducing the income shares going to the other agents of production, the service worker may be producing no more now than he was 30 years ago. This is not to imply that productivity increases in the service occupations are impossible. Some service workers have substantially increased their output, thanks to such things as better training and equipment (such as computers). Page 95.

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Businesses use the factors of production to produce goods and services. Page 8.

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Since the nation's income is the result of production, total income rises or falls as total production goes up or down. Page 13.

Economics:

The Economics of Pollution, Wolozin, J.C.E.E.
Pollution is a by-product which costs "nothing" to produce according to the accounting systems of business and households. Page 7.

PRODUCERS: PRODUCTION: SUPPLY

Economics:

The Economics of Productivity, Greenberg, J.C.E.E.
Productivity is the measure of the use of resources or of the degree of their use. It is the ratio of output to input. Page 1.

The Economics of Productivity, Greenberg, J.C.E.E.
As we move from goods-producing sectors of the economy to those concerned with services, the concepts as well as the measures of productivity become more difficult. Page 2.

The Economics of Productivity, Greenberg, J.C.E.E.
Government productivity is not measured because thus far it has not been possible to develop an adequate concept and measure of the output of government services although efforts are now underway to develop such measures.

Productivity and improvements in productivity are the result of the interaction of a variety of factors. They include technology, the volume of capital equipment, the volume and quality of human resources, work attitudes, scale of operation and both short-term and long-term economic conditions. Page 3.

The Economics of Productivity, Greenberg, J.C.E.E.
The level and rate of capital investment are important determinants of productivity. Capital-intensive industries tend to have higher output per man-hour than labor-intensive industries. Page 4.

The Economics of Productivity, Greenberg, J.C.E.E.
No other industrialized country has yet matched the performance of U.S. industry as a whole, and the productivity of many developing countries is only about one-tenth that of the United States. Page 7.

The Economics of Productivity, Greenberg, J.C.E.E.
The American worker has benefited from higher productivity in at least two ways--higher real income and more liesure time. Page 8.

The Economics of Productivity, Greenberg, J.C.E.E.
Productivity is of critical importance to our economy. It has an effect on our total national output of goods and services, and an important bearing on our economic relations with the rest of the world. The prosperity of business firms, the welfare of workers, and the standard of living of every consumer are profoundly influenced by productivity. Page 11.

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PRODUCERS: PRODUCTION: SUPPLY

Economics:

The Economics of Productivity, Greenberg, J.C.E.E.
Motivation to work is a central factor in productivity. Page 15.

Fluctuations in the American Economy, Villard, J.C.E.E.
Productivity is simply output divided by input. Page 30.

The Growth of the American Economy, Villard, J.C.E.E.
When those with particular innate abilities have specialized completely and acquired higher developed skills, the increase in production may not be large if the technology used is little change from what would have been used in the absence of specialization. Page 8.

The Growth of the American Economy, Villard, J.C.E.E.
In essence, technological change makes possible an increase in productivity--or an increase in output with input unchanged. Page 12.

Income, Employment, and Prices, Wagner and Gery.
In effect, productivity enables the inputs of production to be stretched to produce more output, which in turn is paid to the inputs in the form of higher income. If it were not for the productivity increases, there would be no increase in output per capita or income per capita. Productivity, then, is one of the main sources of economic growth and the greater economic benefit which accrues from it. Page 17.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Productivity per worker depends upon the quality of the labor force, the resources with which labor works, and the efficient combination of the two. Page 8.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
Supply is defined as the amount of a product that would be produced or offered for sale in a given market at different possible prices within a given period of time.

Producers will supply more of a product at higher prices and less at lower prices because higher prices permit the profitable production of products that could not have been produced profitably at lower prices. Page 11.

Suggested Procedures and Resources for a Minimum Course in Economics, Pennsylvania.
In a competitive Market Economic System, production responds to consumer demand. Producers are forced to be efficient. Page 13.

PRODUCERS: PRODUCTION: SUPPLY:

Economics:

The World Economy, Calderwood, J.C.E.E.
Economic growth is a complex process and there is no magic formula to its attainment. What we are concerned with is efforts to increase the physical capacity to produce goods. This physical capacity depends on the availability and quality of natural resources, labor skills, capital equipment, and managerial abilities, and on the efficiency with which these inputs of production are used--that is, on productivity. Page 37.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Specialization leads to greater efficiency of production with an increase in the output of goods. Page 1.

Economic Education for Washington Schools: 10-12, (DEEP).
The quantity and quality of the factors of production and the manner in which they are combined will determine the productive output of an economy. Page 9.

Economic Education for Washington Schools: 10-12, (DEEP).
The level of technology and the extent of the market will largely determine the methods of production. Page 17.

Economic Education for Washington Schools: 10-12, (DEEP).
The productivity of land increases as the skills of agricultural workers increase and as more capital is used. Page 25.

Economic Education for Washington Schools: 10-12, (DEEP).
Increases in productivity came about in part as a result of a more efficient use of productive resources, of increased investment, and of advances in technology. Page 31.

Economic Education for Washington Schools: 10-12, (DEEP).
Increased productivity in one sector of an economy can both raise the standard of living of the society and release scarce resources for use in other areas. Page 33.

Economic Education for Washington Schools: 10-12, (DEEP).
The Economic strength of a country or society is derived from its ability to produce goods and services. Page 37.

TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

American Democracy:

Government and Our Economic System, Lewis, J.C.E.E.
Taxes on imports from foreigners are called protective tariffs, and their purpose is to make it economically difficult if not impossible for foreign producers to offer their goods for sale in our markets in competition with goods made by domestic producers. Page 29.

American History:

Economic Education Curriculum Guide: K-12, Oklahoma.
The economic law of comparative advantage explains the motivation for trade between the United States and other countries. This law states that world production is maximized when each nation devotes its labor and other resources to producing those goods and services in which it has the greatest relative advantage. Page 89.

Economic Education Curriculum Guide: K-12, Oklahoma.
Special problems in world trade arise from the fact that each country has its own money. Consequently, each nation must export to earn foreign currency needed to pay for its imports. Foreign exchange markets and various international financial institutions facilitate world trade. Page 90.

Economic Education Curriculum Guide: K-12, Oklahoma.
World trade provides for specialization in production as does trade within a nation. Each region or nation can thus specialize on goods which it can produce most efficiently in relation to the other regions or nations of the world. In economics this form of specialization is known as comparative advantage. Page 93.

Economic Education Curriculum Guide: K-12, Oklahoma.
Although free trade among nations tends to foster a more efficient allocation of resources and a higher standard of living, some domestic industries may have serious difficulty competing on world markets. Trade barriers in the form of protective tariffs and import quotas are supported by the argument that protection is needed for new industries, national defense purposes, and competition from "cheaper foreign labor." Page 94.

Economic Education for Washington Schools: 10-12, (DEEP).
By concentrating productive activities in areas in which a region has the greatest comparative advantage, the citizens of that region may enjoy a larger real income. By specializing and trading their surplus a region may be able to obtain their other needs more cheaply than if they tried to produce all their needs themselves. Page 19.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
A nation is said to have an unfavorable balance of trade when the value of its imports exceeds the value of its exports. Page 32.

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TRADE (NATIONAL & INTERNATIONAL): COMPARATIVE ADVANTAGE

Business Education:

Teaching Personal Economics in the Business Education Curriculum, Joint Council on Economic Education.
Foreign trade is the method by which goods, services, and productive resources may enter or leave an economic system. Page 6.

Economics:

Economic Stabilization Policies, Lewis, J.C.E.E.
Over the past decade, the balance of international payments of the United States has been in deficit. Page 15.

The Economics of the Oceans, Colberg, J.C.E.E.
Many Americans tend to believe that the United States leads in the production of almost everything. This is decidedly not the case in ocean fishing. The United States should not lead in this field because of the principle of comparative advantage, which means that we have more productive uses for our resources. Page 2.

The Economics of the Oceans, Colberg, J.C.E.E.
Comparative advantage is sometimes affected by legislation. An outstanding example is the possibility that Congress will restrict textile and shoe imports by means of quota and tariffs. Page 6.

A Resource Document for a High School Course in The United States Economy, Townshend-Zellner, J.C.E.E.
Trade in the exchange of goods and services among economic systems. Page 141.

The World Economy, Calderwood, J.C.E.E.
Countries specialize in producing the goods in which they have the greatest comparative advantage over the other nations and import the goods in which their advantage is slight. To do otherwise would mean diverting productive resources from more efficient to relatively less efficient uses. The total output of goods is greater when nations specialize in this way. Page 14.

The World Economy, Calderwood, J.C.E.E.
The oldest and best known barrier to trade is the tariff. Page 20.

The World Economy, Calderwood, J.C.E.E.
The strongest influence on the trade policies of the advanced industrial nations is the fact that they have succeeded in achieving high living standards and an advanced technology and that they are continuing to enjoy rapid economic growth. They are aware of the advantages to be gained from freer trade. Page 32.

TRADE (NATIONAL & INTERNATIONAL)· COMPARATIVE ADVANTAGE

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
As nations of the world have unequal distributions of economic resources, considerable increases in productivity and consumption have resulted when nations who trade with each other specialize in the type of production they can each do best. The law of comparative advantage states that production is maximized when each nation devotes its resources to producing those goods and services for which it has the greatest relative advantage when compared with other nations. Page 72.

Economic Education Curriculum Guide: K-12, Oklahoma.
World trade provides for an efficient allocation of productive resources by motivating nations to specialize in producing goods and services best suited to their resources.

World trade enables a nation to enjoy a higher standard of living. World trade is necessary for an industrial economy. Page 17.

Government:

Economic Education Curriculum Guide: K-12, Oklahoma.
In international trade, free trade means the absence of export and import duties or any regulations designed to reduce or prevent trade. Page 86.

World Cultures: World History:

Economic Education for Washington Schools: 10-12, (DEEP).
Trade takes place because people in one area want what other areas produce. Specialization is only worthwhile when producers can exchange their specialized products for the goods others produce. Specialization and exchange among regions increase the total supply of goods and services that can be produced. Trade is facilitated when a medium of exchange exists. Thus the existence of some type of money becomes necessary. Page 10.

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
World trade takes place for the same economic reason that trade occurs within the U.S.--because it pays to specialize in what you can do best and to buy from others what they can produce more cheaply than you can. Page 1.

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
Exports are the goods and services a nation sells in foreign markets. Imports are those goods and services bought from foreign countries. Page 9.

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TRADE (NATIONAL & INTERNATIONAL)· COMPARATIVE ADVANTAGE

World Cultures: World History:

Readings in Economics for 10th Grade Students of World Cultures, Pittsburgh DEEP.
International trade encourages specialization and economic efficiency. It also creates political problems.

Free trade is the key to maximum world wide production. Page 30.

Economic Education Curriculum Guide: K-12, Oklahoma.
World trade results in interdependence of the countries involved. International trade is vital to the U.S. because the volume of U.S. imports and exports exceeds that of any other country. The U.S. is completely dependent upon other countries in certain goods and materials, and changes in the volume of net imports can have a magnified effect on the domestic level of output and income.

Special problems sometimes arise from the fact that each nation has it's own currency, banking, and monetary system. Page 77.

URBAN PROBLEMS

American History:

Economics in United States History: 1860-1970, Arkansas.
Urbanization creates conflicts in financing at the local level. Cities are handicapped by state constitutions which do not allow cities enough income to meet these growing demands. State revenue is uneven and uncertain; federal programs meet special problems; all of which makes long-range planning difficult. Page 66.

Economics in United States History: 1860-1970, Arkansas.
As urban areas develop into megalopolises, numerous problems already mentioned (such as housing, transportation, air and water pollution) are created. The ghetto establishes an environment unfair to the youth and their traditional education systems are being challenged. The mere matter of even housing school children is enormous. Physical deterioration continues unabated in spite of twenty years of urban renewal and a federal financial commitment of $80 billion.

One problem related to urbanization and population growth is the increasing movement of people to the suburbs in search of space, privacy, and fresh air. Commuting to the central city job continues to create a crushing traffic jam.

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URBAN PROBLEMS

American History:

The flight of the suburbanites is followed by the merchants and service industries which cater to them. The growth of truck transportation has freed industry from the need to locate near rivers and railroads: consequently, industrialists, too, are leaving the central city in search of a means of expansion. Page 67.

Economics in United States History: 1860-1970, Arkansas.
It was estimated in 1962 that some five billion dollars was lost every day in urban rush hour traffic jams. Decentralization and replacement of decay that is going on without overall planning is temporary, haphazard, and often a wasteful use of resources. Page 71.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
To a great extent the costs of pollution have been social costs or external costs. That is, they are cost borne by the people as a whole rather than by the producer and consumer whose economic activities brought them about. Thus one of the proposals for dealing with pollution is that its costs be internalized--borne by the producers and consumers who are responsible for it. Page 93.

Teaching Economics in American History, Dawson and Prehn, J.C.E.E.
In the decade of the 1960's, violent crime rose by over 100 percent and property crimes rose by over 125 percent. While the immediate victims suffer most, we all pay for the rising crime rate. Page 95.

Economics:

The Economics of Crime, Metz, J.C.E.E.
One may hypothesize that while economic factors do not in themselves necessarily lead to crime (insofar as crime is selective in its appearance) nevertheless, a correlation exists between certain economic situations and the occurance of crime. Page 1.

The Economics of Crime, Metz, J.C.E.E.
Increases in crime are not evenly distributed throughout the nation, and the occurences of crime are heavily concentrated in larger cities. One of the most fully documented facts about crime is the linkage between high rates of violent crime, slum conditions, and economic deprivation in larger cities. Page 4.

The Economics of Crime, Metz, J.C.E.E.
A constant diet of violent behavior on television has an adverse effect on human character and attitudes. Moreover, as has never been possible before, television has put before poor and rich alike the fruits of affluent living which the poor cannot afford. Thus causing frustration which is eventually relieved through violence. Page 7.

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URBAN PROBLEMS

Geography:

Economic Education Curriculum Guide: K-12, Oklahoma.
Cities have offered efficient and varied opportunities for the production, consumption, and distribution of goods and services. However, many of the older cities are now finding that the social and economic costs of urbanization can exceed the benefits. The problems of overcrowding and inadequate public services are particularly acute in the larger metropolitan cities of the world where pollution, congestion, poverty, and physical obsolescence are all too common. Page 72.

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